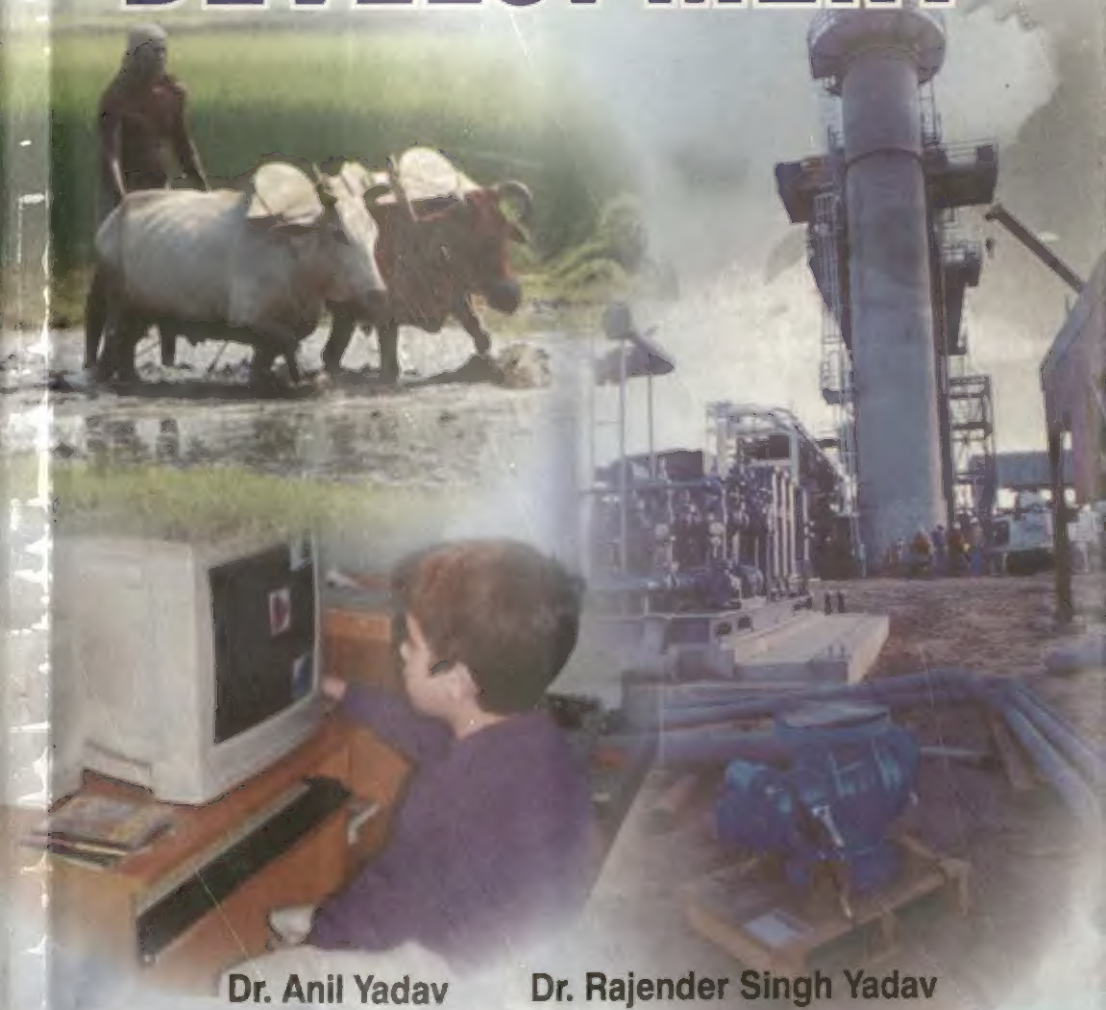
EDUCATION AND DEVELOPMENT



Dr. Anil Yadav Dr. Rajender Singh Yadav

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DR. ANIL YADAV
Asstt. Block Co-ordinator
Sarv Shiksha Abhiyan
Hisar (India)

DR. RAJENDER SINGH YADAV
Reader
Department of Education,
Kurukshetra University,
Kurukshetra (India)

Library

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FOREWORD

This book highlights the response, vis-a-vis different aspects of development, of persons belonging to a particular Muslim community who are inhabitants of Mewat Region and are popularly known as Meos. Besides giving description of Meos and Mewat region in historical perspective and of developmental efforts in Mewat Region, the authors have drawn a comparison between Meo and Non-Meo communities with regard to their development in terms of different aspects of life and living.

This comparison has been made on the basis of the responses of the Meo respondents with varying levels of education on different aspects of development and the responses of non-Meos of the same region having similar educational background have also been studied to ensure a fair comparison.

Apart from ascertaining whether religio - cultural factors have adversely affected the process of development of Meo community, the authors have studied, with an intense curiosity, the role of education in that process.

This book is designed to highlight the need and importance of vitalization of extension services, including innovative strategies for Formal and Non-Formal Education/ Adult Education and Awareness Programmes so as to develop this backward region at par with other parts of the NCR. Therefore, it is hoped that the government machinery, educationists, social and political leaders, and NGOs will benefit from it.

The book also assumes significance in the context of the recently launched programme of Sarve Shiksha Abhiyan in the country and will be quite useful to educationists, researchers, teachers, students and all those directly and indirectly associated with education and development of society.

R. P. HOODA
Vice Chancellor,
Kurukshetra University,
Kurukshetra

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Authors

CONTENTS

Chapter - 1

EDUCATION AND DEVELOPMENT

In India, as elsewhere in the developing as well as in the developed societies of the world, education is viewed as an important instrument of social transformation. Ever since the acceptance of planning as a means of furthering the process of social development for some desired objectives, we have been preoccupied with the changes in the social and economic conditions of society and trying to correlate them with the growth and spread of education in the different strata of our society comprising the various ethnic groups of Austric, Mongolian and Aryan stock and their thousands of variations accomplished through miscegenation and culture contacts of various types. The role of education in social transformation or social development is a crucial one, and may be viewed from two related but slightly different perspectives - one may be teleological and the other empirical.

The process of education helps in the inculcation of some new thought patterns and also in the reshaping of the old ones. It can, therefore, be said that an educated person tends to have lesser traditional attitudes as compared to an uneducated person. When the traditional attitudes of educated persons start changing in order to give place to the modern attitudes, the individual is faced with the problem of maintaining a balance in his changing attitudes. In accordance with the dissonance and consonance theories of congnitive elements, and individual attempts to bring about harmony and consistency in his attitudes regarding various social elements. In order to achieve this consistency the individual adds some new attitudes and also changes to some of the existing ones. The process of attitudinal change is likely to affect the role performance and behaviour patterns of the individuals.

Education is an important factor which helps in bringing about social change. The factor of education being exogenous to the rural communities, affects its structural components and thus facilitates the process of social change. However, this does not mean that education is the only factor which is contributing to social change. The phenomenon of social change is very complex and is the result of the interplay of a number of factors. Amongst the various factors which affect social change, education is considered mainly to be one of those important factors.

Education of citizens is not only essential because it performs vital economic function like job preparation, but it is also required for a number of other reasons like character building, personality development and scientific temper etc. Acquaintance with scientific knowledge makes individuals most willing to follow sanitary, nutritional and medical practices which ensure and improvement in the quality of their lives. Similarly, education has a bearing on the acceptance by people of the small family norm (Schiefelbe in, 1982, p. 167). Education, thus seems to have a great bearing not only on the lives of individuals but also of Nations. The goal of national development has a very close link with education as only proper education can help people appreciate the developmental perspective and plans of a nation.

Broadly speaking, education has two important functions viz. the conservative and creative. In its conservative function, education helps in the transmission of cultural values and socially approved behaviour patterns to the younger members of the society. This function of education has been and still continues to be of paramount importance. Modern education has an added function, that is to inculcate new ideas and thought patterns along with the transmission of established cultural and social values. Modern education does not permit an individual to become a dogmatic believer; it makes him a rational human-being capable of challenging the past values and creating new values. To provide for change is the creative function of education. Education is one of the most important factors which has a bearing on the thought - patterns and the personality structure of individuals. It is held by social psychologists that changes in the personality structure of individuals precede changes in the social structure of a community.

In the technological perspective, education is conceived of as assisting the society to achieve the goals it has set for itself. These are: (a) goals in the fields of technological, scientific and other spheres of the economic development of the nation as a whole; (b) social goals, such as those of reducing various forms of social inequality, which are directed to the creation of an egalitarian society; and (c) the goal of moulding the character of citizens as responsible and politically conscientious members of democratic society. While the government's attribution of a certain role of education may be one thing, whether it actually plays this role at the grass root level may be quite another. It is through systematic empirical investigations that an idea could be formed of the latter. This constitutes the second, namely the empirical perspective, regarding the role of education in social transformation.

The attainment of the goal of reducing inequality through education received so much prominence in India that soon after independence in 1947, the national leaders went to the extent of incorporating certain special provisions about it in the constitution.

The right to education was given an important place in the universal declaration of Human rights. Article 26 reads :

"Everyone has the right to education. Education shall be free atleast in the elementary and fundamental stages."

The declaration of the rights of the child proclaimed by the General Assembly on 20th Nov., 1959 states:

The child is to receive education which shall be free and compulsory, atleast in the elementary stages. He shall be given an education which will promote his general culture and enable him, on the basis of equal opportunity, to develop his abilities, his individual judgement and his sense of moral and social responsibility to become a useful member of society.

Again in November 1989, United Nations Member States were asked to vote for a historic convention on the Rights of the Child and U.N. General Assemble unanimously adopted the convention on the Rights of the Child on November, 20, 1989. Considering and recognizing the Right of the Child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, the States Parties agreed that, they shall, in particular :

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

1. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

2. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken to the needs of developing countries.

All this shows that education available at macro-level develops general reasoning skills, creativity, inventiveness, secularism, altruism, social mobility and social cohesiveness. These variables raise the socio-economic status of common people and pave way for the establishment of an egalitarian society. It must also be recognised that education plays a dynamic part in the transformation of a society, which is essentially unequal where wealth and ascribed roles exploit many. The expansion of education creates new opportunities for common and underprivileged groups and develops social, economic, political and cultural awakening which have been beneficial and helpful to the creation of a more evenly balanced economy and society.

Education besides affecting the thought patterns of the individuals is also expected to influence the interactional pattern. As education affects the cognitive elements, the educated persons having similar attitudes tend to interact more frequently with one another. Hence, a change in the interactional pattern leads to restoration of balance in the changing attitudes of the individual human beings and the factor of education has an important role to play in this process of achieving consonance in the attitudinal

sphere. The social structure is constantly subjected to changes by forces which are both internal and external.

Similarly, Education is the most important single factor in achieving economic development and technological progress and in creating social justice and equal opportunity. Programme of education lies at the base of the effort to forge the bonds of the common citizenship to harness the energies of the people and to develop the natural and human resources of the country. This economic development is neither new or unique. As early as plato, in his book ' The Republic', considered education as the means of achieving an 'ideal state', John Stuart Mill wrote long ago, "A thing not yet well understood and recongnised is the economic value of the general diffusion of intelligence among the people." The classical economists from Adam Smith to Alfred Marshall increasingly recognised the relationship between education and economic development. In his principles of Economics, Marshall observed that no change would conduce so much to a rapid increase of material wealth as an improvement in our schools and especially those of the middle grades. To establish the nexus between education and economic development, an idea of the changed concept of education and the development doctrine is essential.

Meaning of 'Development' and role of non- economic factors

'Development' is a very clusive concept. In a technical sense development refers to qualitative and structural changes in the state of an economy. Growth as compared to development refers only to quantitative and tangible increase in the G.N.P. But growth can take place due to a spurt in the economy such as a rich harvest due to timely rains, changes in international market demands, price behaviour, etc. Development refers to a relatively stable long-range increase in real national income that is accompanied by a change in the attitudes of the people, their motivation, institutional set up, production techniques, etc.,

However, development is not taken in this technical sense here. In another sense development is taken to refer either to the utilization of available resources or to their enrichment. For example, digging an irrigation well after identifying the soil characteristics in a village refers to the former meaning whereas constructing artificial canals and directing a distant river through the canal to the village may refer to the letter meaning. Development, from another angle, may refer to the production and utilization of material resources or to the enrichment of human resources. Material means of production refers to the economic factor in development whereas enrichment of human capital refers to the non-economic factors such as the social, political, ethnic or educational background of the people who participate in the development tasks. The non-economic factors include the quality of social life, the organisational framework, the caste, class, language, religion and other diversities in the group, the level of literacy, etc. Development of material resources includes in its fold the infra-structure for development regarding the availability of hospitals and health centres, educational facilities, banking, marketing and storage facilities, transport and communication facilities, etc. As such the current indicators of development include both the economic and non-economic factors. On the one hand, they include the gross national income, per capita income and distribution of income, consumption of cement, electricity, calories of food, newsprint, etc. On the other hand, they include the proportion of urban population, the proportion of working population employed in the primary sector, the percentage of literacy, mortality rates, percentage of women in the labour force, etc.

In the early history of economic development the non-economic factors hardly found a reference in discussions on development. As Baldwin Robert and Meier Gerald report : 'Since the mid-eighteenth century, economists devoted a large proportion of their labours to the subject of economic development, but only a small fraction of these studies include

non-economic variables and these few works are scattered throughout the mainstream of economic thought. It was completely ignored in the Mercantilian economics. The social and political organisations that influence economic activities, the beliefs, habits and attitudinal framework of the people, their ability to read, write and count were of little significance. The following quotation illustrates how during the Mercantilian period education of the workers was considered redundant : "Reading, writing and arithmetic are very necessary to those whose business requires such qualifications, but where people's livelihood has no dependence on these Arts, they are very pernicious to the poor, who are forced to get their daily bread by their daily labour." Such an attitude of demigrating non-economic factors is only a continuation of the tradition set up by ancient Greek thinkers like Aristotle who considered that slaves do not need any education. Aristotle vindicated slavery on the assumption that some are born to lead and the rest to be led; those who are to be led not need to be educated. However, Adam Smith was the first to fall out radically from his predecessors and contemporaries and assert that the expenditure on the education and training of human beings is also a form of fixed capital : "The acquisition of such talents ..... during his (acquire's) education, study, or apprenticeship, always costs a real expense, which is capital fixed and realised, as it were in his person. Those talents as they make part of his fortune, so do they likewise of that of the society to which he belongs. The improved dexterity of the workman may be considered in the same light as a machine or instrument of tarde which facilitates and abridges labour, and which, though it costs a certain expense, repays that expense with a profit." Then onwards the economic importance of an instructed working population occupied a central position in classical political economy. In very clear and categorical language Robert McCulloch wrote, "An ignorant and under-educated people, though possessed to all the materials and powers necessary for the productional wealth are uniformly sunk in poverty and

barbarism." The tradition set by Adam Smith is carried forward by later economists. In fact Marshall gives a full and systematic consideration to the place of non-economic variables including education in economic development. As Cartier observes : "Standing out as one of the only neo classical economists to make extensive use of non-economic variables was Alfred Marshall ..... perhaps the most prominent economists of the neo classical group. Marshall recognised the limits of economic analysis with purely economic factors and he used non economic factors in his holistic depiction of economic development." Likewise, economists who have written on the economics of development in later years have recognised the place of non-economic factors therein and highlighted the same. Max Weber made extensive use of socio-economic variables in his treatise 'The Protestant Ethic and the Spirit of Capitalism.' He showed that whereever protestant religion was practised in the west their religious values were significant factors in economic development. In fact, some of the economists have turned the table by considering non-economic factors as more crucial than economic factors for development. As Bauer writes, "Capital resources, which are often thought to be crucial are usually less important. Moreover, their supply and productivity depend on personal faculties, motivations, and social and political arrangements. These resources are thus primarily an effect, a result, a dependent variable in the process of economic development rather than a cause or an independent variable." Prof. Bauer's argument is that 'if (a) and (b) together produce (c) and (a) without (b) also, produces (c), but (b) without (a) does not, we are entitled to regard (a) as the cause of (c).' Here (a) refers to non-economic or human factors, (b) to economic factors and (c) to development. Such thinking which juxtaposes that economic and non-economic factors in development as working independently of each other cannot be reconciled. Gunnar Myrdal argues against the separation of economic and non-economic factors; he feels that both should be recognised and incorporated in development studies. he uses his concept of

cumulative causation. (as against equilibrium or circular causation) for economic change. Cumulative causation implies that socio-economic changes foster secondary changes of a similar nature; these secondary changes tend to support the initial changes and also to promote tetiary changes that perpetuate this process indefinitely. The two factors are interdependent and complementary to each other. Prof. Gould substantiates the point of view in a logical way; " One cannot, however, readily accept the view, which seems to be implict in some references to 'not-economic' and 'economic' determinants of economic achievements, that there is some quality of mutual exclusiveness about these two. , such that those who propound an explanation in terms of 'non-economic' factors are in inevitable conflict with those who prefer an 'economic' explanation, and that if the former are right the latter must necessarily be wrong, and *vice-versa*,. Rather, the truth seems to be that most frequently such protagonists are merely offering explanation on *different levels*. If we imagine a universe in which events are causally related, we can identify the cause of events C_1, C_2, ... C_n as being, say, b_1, b_2 .... b_n. But b_1, b_2, ... bn in turn, have causes which we may call a_1, a_2, ...a_n,. There is then both logical justification and (perhaps) sound reason for pointing to a_1, a_2, ...an as causes of C_1, C_2, ...C_n, respectively; but to do so does not imply any conflict with the view that b_1, b_2,..... bn are also causes. Though the quotaiton became a bit long, still it has dispelled logically the arguments upholding the superiority of either of these factors and highlighted their mutual interdependence.

Adelman and Morris have used mathematical formulae and a lattice model to express the functional inter-relationships between economic and non-economic variables. Their evaluation of the lattice diagram illustrates graphically that the social and socio-economic variables play a significant role in the process of economic development. This model is based on an earlier empirical work by the same writers. They collected data about the economic and socio-cultural characteristics of numerous

underdeveloped nations between the years 1957 and 1962 and tried to understand the factors of development and their inter-relationship. As such, the place of non-economic factors in economic development is implicitly recognised in contemporary theories on economic development. In fact, Denison in his analysis of economic growth in the United States arrived at the conclusion that though between 1909-1929 the economic growth in the United States may be traced to the influence of economic factors, still the growth during 1929-1957 was more due to non-economic factors than physical capital. As such a study of the influence of non-economic factors in the development process would be useful and interesting. However, the discussion will be confined only to education as a non-economic factor in development keeping in view the focus of the present research project.

Education and Development

Development is a variable, dependent on a number of independent factors influencing it in different ways and degrees. It is rather difficult, almost impossible, to trace back, identify and point out that the contribution of factor *X* to development is '*a*' and the percentage of influence thereof is '*b*'. The activities of the primary sector, the means of production, technological diffusion, the resource potential, capital expenditure, infra-structure facilities such as health services, housing transport, communication, marketing and storage etc. quality of the labour force, population pressures and so many other factors, majors and minor, influence development and any list that can claim to be comprehensive would be definitely omitting some of them. As development is a part of the life-process itself it is impossible to contain or partial out the effect of any of these factors and study the influence of the others. Hence and research design to study the casual relationship between any of the factors referred to above that influence development and development itself would be defective. Of course, there have been studies which

have tried to find out the impact of either new technology or an alternative means of production. But even in such studies the non-focussed variables were not controlled. As such the research on development that has gone by so far is associational and correlative. In other words they have tried to associate the changes in development with changes in the operating factors. In such a situation it would be interesting to study how education fares as a factor of development.

The examples of countries, if any, where development has taken place or is an process - without corresponding high literacy rates are exceptional, and not the rule. It is not being argued here that development cannot take place without education. On the contrary there are some researchers who have concluded that education will have a negative effect on development. However, such conclusions are few and far between. In most of the other researches either education has been observed to have no effect on performance or it is a positive factor. A balanced view about the role of education in development would be the one taken by Philip Foster and James R. Sheffield in their editorial note for the World Year Book on Education for 1974. In summary, therefore although it is reasonable to assume that formal schooling plays some role in rural and agricultural development, it is quite apparent that schooling alone is not likely to effect any major rural transformation. Whatever the role that education plays it is not likely to be a powerful agency of change .....In fact, education is but one element that contributes to rural development and at certain stages is conceivably far from being the most important. Can we consider education at best as a catalyst for development? If the essential ingredients for development are fed, then, can education accelerate the rate of development? Should education be considered as an accelerator or a catalyst and not as an essential ingredient for development? To illustrate when ever economic incentives such as credit facilities have been offered to the rural populace in developing countries, it has been observed that even illiterates made use of these opportunities to

increase their production. In rural areas, even those who had no benefit of schooling have taken to modern or scientific methods of agriculture. Such being the case, is it proper to consider education as a directly influential factor in development? Farm people in the developing countries as a rule enter upon this process (development) with very little formal schooling. Though they are illiterate, it does not imply that they fail to respond to better economic opportunities." Can one say that, other things such as size and nature of landholding, number of children, etc., being equal educated farmers respond more readily or quickly to either credit facilities or scientific methods of agriculture?

Education is the process by which individuals develop to the limits of their abilities and it is thus, a process of capital in human. Education is investment in human capital which is a positive force in economic development.

Economists have given certain yarsticks or indicators of economic development. One measure of economic growth of a country is an increase in real national income. Secondly, economic growth is expressed in terms of sustained increase in real per capita income over a long period of time. Finally, economic growth consists of improvements in physical quality of life consisting of life expectancy and health. All these three indicators of development are inter-related in the sense that expansion of real national income is the basis of increase in per capita income and also improvement in the physical quality of life.

The doctrine of development was succinctly defined as 'growth plus change'. In this context 'growth' is primarily quantitative and is measurable. It is essentially 'economic change' that reflects one's efforts to achieve a society in which on can live creatively and peacefully. Thus 'Development Doctrine' inheres economic, social, cultural and political growth. A country with rising standard of living and increasing annual per capita income is called a developing country.

With this juxta-position of the changed concept of education and the 'Development Doctrine', the relationship between education and development can be very clearly seen. It was realized that a rise in the national income depended largely in investment. It was also observed that investment alone did not explain the whole of the process of economic growth. Infact, investment in terms of physical inputs like coal, steel, power, appliances and raw material did not explain not only the whole process of economic growth, but also could not wholly account for the role of economic growth. There appeared to be another factor besides capital and this was described as the residual factor, a factor which infact contributed more than 50 per cent to the quantum of growth and which had to be identified, described, explained and analyzed. This residual factor, of course, consists of several components but education is given big place therein.

Thus education has staked its claim as a principal factor in economic development and in economic growth. If natural resources were the only factor in development, the Scandinavian countries or Switzerland would be among the poorest in the world since they are not endowed with rich natural resources and the oil rich Arab lands and mineral laden Congo and Brazil would be the richest. The developed state of the former countries and the under developed conditions of the later countries show that there is some 'key-variable' which links the resources and the per-capita income of the country. This key variable is education. Compared to Mexico and Brazil (rich in natural resources), Denmark and Switzerland (low in natural resources), are nevertheless high in per capita income because of the effective system of education and Japan was the first in East to achieve virtual cent per cent literacy. A positive correlation between educational development and per capita income is, therefore, irrefutable.

Today, the major concern of the developing countries is to develop in economic and other fields at a faster rate, and that of the developed countries is to maintain the rate of growth they

have achieved in the past. To achieve this objective, combination of man and material factors are tried out. In this process, investment in human capital has come to be recognised as an important variable in economic growth. As education is making increasingly larger claims on public resources, people in authority have started asking more questions on the returns.

Thus in India the state governments to whom constitution has given responsibility for education, are seeking answer to questions like-what they are getting by way of returns from investment they incur and in what way education and training can be geared to development? Casual impression suggests that people who remain at school beyond the statutory learning age attain an average higher life time earnings than people of similar ability and family background who enter the labour force as soon as they can.

Therefore, significant discussion of current interest on the relationship between education and development is about the rate of returns from different levels of education to development. A number of studies on the rates of private and social returns from educational levels have been reported. Though the earlier studies focussed on the private benefits in terms of higher individual income, economists of late, recognise the social benefits of education. As Schultz (1974) puts it, "In accounting for the benefits from education it is not sufficient to look only at the higher earnings associated with more education. There are many social benefits too...."

The social benefits from education lie in providing an over all perspective of the details of development and the attitudes for consequent action. Such a perspective is highly necessary for people in developing countries. Perhaps the most important aspect of the external benefits of education lies in the change in the social and cultural milieu - incident, to the widening of horizons which education entails. As has been pointed out many times, such a change is essential condition of success for many

developing nations. The development and diffusion of a socially sensitive populave should be considered as an achievement for any educational system. This effect that education brings about has been described variously as the 'diffusion', 'filtration', or 'neighborhood' effect.

The available evidence on the social rates of return form different levels of education are not supporting each other. Pscharopoulos, G and K. Hincheliffe (1975) in their study of 'Returns to Education' conclude that "beginning with the marginal social rates of return, the first year of elementary schooling generally yield the highest returns, additional years of education yielding progressively lower rates of return." However, though the evidence on the value of education in the development process is conclusive and positive still the available evidence on the returns from different levels of education is still incompletely and the debate unfinished.

Similarly, in the context of economic development, for economic returns of education, such crucial questions are to be answered like - Does a better educated person perform a job better than a lesser educated person, produce more in the same unit of time, produce better goods in same unit of time, or respond more creatively to new technological demands? The evidence is scattered and varied, although recently a number of comprehensive reviews surveying much of available evidence on the link between educational level and agricultural productivity, modern sector productivity, and urban traditional - sector productivity have been published (Berry 1980; Colclough 1980; Lockheed et. al., 1980; Hallak and Caillods 1981).

The review of farmer education and farm efficiency by Lockheed et. al (1980) provides a very comprehensive synthesis of the available literature. The authors analyzed thirty one sets of data from Africa, Asia, Europe and Latin America. They examined the relationship between number of years spent in formal education and agricultural productivity, measured either

by crop yield or crop yield value. Twenty five demonstrated a positive relationship between education and agricultural productivity and six demonstrated a negative relation. The authors estimated a mean gain in output for four year of primary education of 7.4 pre cent i.e. Just under 2 per cent /year of education.

These findings represent an important step forward in understanding the role of education in promoting productivity. What they suggest is that there is an 'interaction between education and factors such as the availability of new crop varieties, fertilizer, exposure to extension services etc. The relationship of education to productivity is strong and positive only when certain levels of these other factors are present. When absent, the relationship between education and productivity changes.

An increasing extension to this relationship between educational level and agricultural productivity is provided by studies of agricultural productivity and education in the Philippines by Halim (1976) and in Mexico by Bautista villages (1981). Halim found that the more educated not only seemed to produce more from a hectare of land but also made larger in off farm activities. Bautista villages on the other hand found that although farmers with 6 years or more of primary schooling did not produce more per hectrare, their off farm incomes, were again, greater.

Keeping in mind the aforesaid view points and considering education as a crucial input in the country's development, the authors got inspired to conduct a study to see the impact of education on the social and economic development of Meos of Mewat Region in Haryana. The present book is an outcome of that research effort and therefore, in this context it becomes pertinent to provide a historical background of Mewat and inhabitants of Mewat popularly known as Meos. The same is given in the next chapter.

Chapter - 2

MEWAT REGION- AN INTRODUCTION

Mewat -An Introduction

Mewat is a triangular, tristate and ill-defined region, not an administrative division, but the tract lying south and closely associated with Delhi, the capital of Indian Union, where the Meos live. Mewat – the land of Meos, is a region between 26^0 to 30^0 north latitudes and 76^0 to 78^0 east longitudes, covering a portion of the Indo-Gangetic plain to the west of Yamuna river and South-East of Delhi in the southern part of Haryana and North-Eastern part of Rajasthan. Mewat, the land of Meos, consisted of four districts of three states (District Gurgaon - presently it also includes Faridabad district, of Haryana; Alwar and Bharatpur of Rajasthan; and Mathura of Uttar Pradesh). Mewat- without any fixed boundary roughly included four tehsils

- Nuh, Ferozepur Jhirka, Palwal and Balabgarh of district Gurgaon, four tehsils - Tijara, Kishangarh, Alwar and Lachchmangarh of district Alwar and three tehsils - Deig, Kaman and Nagar of district Bharatpur. In the 1961 census report, the total area of this region was reported to be 7910 sq. km. with total population of about 1,181, 089. The male female ratio was about 1000:884. The average density of population was about 150 persons pre sq.km. There were about 2,188 villages in Mewat which covered one million, or over 90 per cent of the people. The villages ranged widely in size, form a mere 250 persons of over 5,000 but the average being about 500. The dominant caste-Meo, constituted approximately 30 per cent of rural population of Mewat. The nomenclature has its genesis in the tribal inhabitants of the region viz., the Meo tribes, which inhabit most of the rural area of this region. The area is a distinct ethnic and socio-cultural tract. The Meos, who trace their roots to early Aryan invaders of Northern India, call themselves kshartiyas and have preserved their social and cultural traits to a surprisingly large extent, unlike the other tribes of the nearby areas. During the reign of Tuglak, in the 14 the century A.D., these tribes embraced Islam, yet maintaining their original ethno-cultural identity.

Major part of the Mewat region is surrounded by Aravali mountain range. Mewat can roughly be classified into three strips running form north to south. The western region is that of hills, is infact, called "PAHAD UPAR". A long north-south shallow valley constitutes the middle sector of Mewat and is known as 'AREZ'. The third section of Mewat is the lower portion further east and flows south to Agra and is known as 'BHAYANA'. The Mewat further comprises the Dhangalwati, Naiwara and Pahatwara, three tracts named after the pals of the Meos which hold them. The Jat community around Palwal is called Jatiyat, and the Ahir community around Rewari, the Ahirwati. But the latter term is apparently only used by the Ahirs themselves, as the Meos call the county west of Rewari 'the Rath' and 'Bighota'.

Ethnically, the territory of Mewat has been subdivided into twelve Pals (including one Pallakra) and fifty two Gotras. There is no record, why, when and how these divisions were made. According to legend however, the various Pals were demarcated in Akbar's time (1556-1605 AD). The philosophy behind this division might be that-the different class of the Meos often fought among themselves over territory and because of these feuds, their collective strength against external enemies was adversely affected.

Politically, Mewat is divided into three states namely Haryana, Rajasthan and Uttar Pradesh. The northern half of Mewat is connected administratively with Chandigarh, the capital of Haryana, more than two hundred miles away to the north. The southern half was attached to Jaipur, the capital of Rajasthan, further south than Mewat itself. This diversity of administrations complicated the task of development more than any others.

The climate of Mewat is marked by wide variations in the seasons. During the winter months daily temperature variation ranges between 27 degrees to 1 or zero degree and in summer months, between 20-53 degree centigrade. Kalipili Andhi (Dust storm) blows sometimes continuously for three days and nights. The soil of the area is fertile, ranging form sandy to clay. The area is popular for mustard production.

Meos- A Historical Perspective

Meo is the dominant caste of the region. The distinctive physical features of the Meos, their dialect, their dress and their cultural patterns all serve to make them people slightly apart from the rest of the people inhabiting in the Mewat. It is this distinctiveness that has led to various and somewhat far fetched theories of their origin itself being different from that of other castes and tribes of the region. That which makes them particularly more conspicuous to us today is perhaps the fact that they are a Muslim community and yet most of its members proudly claim- even in periods of Hindu-Muslim tensions - that in ancient days they belonged to the Kshatriya caste of the Hindu social order that their origin can

be specifically traced to the Chandrabansies, the Suryabansies and Agnikuls of the Rajput nobility glittering with such appellations as the Tomars, the Yadavs, the Chauhans and Rathores.

These ethnic associations with India's ancient past naturally conjure up in the minds of the Meos themselves many scenes of past glory. Imagination builds up for them a homeland extending over the whole of north-west India extending upto the Indus valley and the coast of the Arabian Sea where they fought battles and carried on both trade and piracy long before the Arabs invaded Sindh in the Eighth century. The same tendency to glorify the past makes them chieftains in the armies of the Darius under whom they fought, side by side with the Jats, against the Muslim invaders right up to the time of Mahmud of Ghazni and even later. All such claims, however are supported mostly by the songs of valour and of glory which their mirasies, of professionals bards, sing to extol the past of the community as a whole and of some individuals in particular. But historical records of these early times, and particularly records which specifically mention the Meos, are so scarce that while there is not much to deny these claims there is still less to support them.

Many British and Indian writers claim that the Meos are the tribal group. Sherring (1881) reported them as 'an indigenous tribe' converted to the Mohamadan faith, inhabiting Alwar and Bharatpur in large number. They are now an agricultural people and divided into twelve Pals or Clans. Crooke (1973) reported Meos as an important robber tribe, whose headquarters are in the wilder parts of Rajputana, with branches in Punjab, Central India, and the United Provinces. Meos are a mixed race, in whom Dravidian blood predominates. Risley (1915) shared the view of domination of Bhil-blood in Meos and illustrated them as a tribe converted into caste. Meos are the examples of Indian Muslims, who were incompletely converted form Hindusim and whose beliefs and practices were often inconsistent with the teaching of Islam.

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The origin and classification of this ancient rural community of India became a difficult task due to their highly intermixed and complex Hindu-Muslim culture. Meos are closer in feeling to the Hindus of Mewat than, to the Muslims of the rest of India. 'Jat Ka Kiya Hindu and Meo Ka Kiya Musalman' (Jats and Meos are not Hindus and Muslims in practice) is the common saying in this regard. The Meos of Mewat are Muslims but proudly claim their descent from Lord Krishna, Arjuna and Bhishma-Pitamaha. This affinity is strengthened by the common norms and bonds of gotra loyalties.

Imperial Gazetteer of India reported the Meos, who number one sixth of the population, are probably almost pure aborigines, of the same stock as the Minas of the Aravali Hills, though perhaps with an admixture of Rajput blood. Crooke believed that the Minas and Meos are classed as distinct in their native home Rajputana, are really of common origin. Powlett reported that the Meos are numerically the first race in the Alwar state, and the agricultural portion in term is considerably more than double of any other class of cultivations except Chamars. Channing stated that the tribe, which has been known in Hindustan according to the Kutub Tawarik, for 850 years, was originally Hindu and became Mohamadans. Their origin is obscure. They themselves claim descent from the Rajput races or Jadun, Kachhwah and Taur, and they may possibly have some Rajput blood in their veins; but they are probably, like many other similar tribes, a combination from ruling and other various stocks and sources, and there is reason to believe them very nearly allied with the Minas, who are certainly of the same structure and species.

Imperial Gazetteer of India reported that the origin of the Meos is disputed, some deriving it form Mewat which is said to be the Sanskrit Mina-Vati; 'rich in fish', while the Meos themselves derive it from Maheo, a word used in driving cattle. Mina is said to come form Amina Meo or 'pure' Meo, a term

applied to those who did not become Musalmans. The Hindu Meos the Minas claim to be Rajputs, but are not so regarded by other Hindus, and it is certain that outsiders have often been admitted in the past. Their triable constitutions varies in different places. The Mohamadan Meos call themselves Mewaties.

The Meos were spread in various districts of country such as - Meerut, Bulandsharar, Mathura, Agra, Bijnor, Baudaun, Moradabad, Rohilkhand, Rajputana, Alwar, Bharatpur, Gurgaon, Kumaon, Tarai, Delhi, Etawah, Bareilly, Aligarh, and Bundelkhand etc. Apart form this, Meos are also spread out of India especially in Laos and China. The two and half million Chiene Miao (Meosin Vietnam) are wet rice cultivators and Sweden farmers. Their settlement ranges form Valley bottom to 3000 ft. The Miao-Meo are so fragmented that the major sub-groups number several scores.

The Meos are the people who have given its name to Mewat. They were found chiefly in Gurgaon. They are all Mohamdan, though, their religion is of a very impure type. The Meo tribe is composed of for Rajput-stocks, Tanwars from Delhi, Jaduns (Yadavs) form Mathura, Kachhwahas from Jaipur and Chauhans form Ajmer and it seems highly probable that the Meo simply means 'hill men'. However, this may be Masuad Ghazi reached the Mewat in 1002 AD. and converted many of the Meos to Islam. They retain however, a good many Hindu religious customs. While they made pilgrimage to tombs of mohamdan Saints, they, at the same time, observe the Hindu idolatrous festivals of the Holi and Diwali. Like the Rajputs, the members of one clan do not inter-marry, but marriages are invariably contracted between members of different tribes.

The Meos are now known by Muslim names but their village deities are the same as those of Hindus, and they keep several Hindu festivals. They often keep Brahman priests to write the note (pilichithi) fixing the date of marriage. They call themselves by Hindu names, with exception of Ram, and Singh

is a frequent affix, though not so common as Khan. On the 'Amawas', or monthly conjuction of the Sun and Moon, the Meos, in common with Hindu Ahirs, Gujjars, etc. cease form labour; and when they make a well, the first proceeding is to erect a platform (Chabutra) to Bharonji or Hanuman. However, when plunder was to be obtained they have shown little respect for Hindu shrines or temples and when the sanctity of a threatener place has been used, the report has been - Tum deo to, ham Meo- you may be a God, but a am a Meo. For own religion, Meos are very ignorant. Few know the Kalima, and fewer still the regular prayers, the seasons of which they entirely neglect.

They are nationalist and brave. Meos are perhaps the only Muslim community throughout the country that has consistently upheld the interest of Mewat and that of India uppermost. This is the only community which, at no time in history accepted the customs of giving its daughters in marriage to the Pathans or the Mughals even though they had accepted the religion to which these dynasties claimed affiliation.

The Meos as a tribe possess a distinct dialect of their own, known as Mewati. Mewati is one of the four, Rajasthani dialects i.e. Marwari, Jaipuri, Mewati, and Malwi. This dialect is also known as Bighota which most nearly approaches western Hindi and in Alwar merges into Braj Bhasha. Like Haryanvi and Ahirwati, Mewati is the major dialect, spoken in the religion. From the point of view of historical perspective, a detailed description and background of Moes during different times has been given in the Appendix - A.

Life Style of Meos

(a) Ethnic Organisation

A deeper look into the ethnic pattern of the Meos has served to maintain the Meos as a solid social group over the centuries. Most of the gazetteers of the region mention the twelve lineal branches, or pals, which constitute this

community. The Moes claim descent chiefly from three branches or Bans of the Rajputs and twelve sub-branches or pals enumerated below :

	Bans		*Pal*	*Gotra*
1.	Yadav	1.	Chiklot	at least 18 Gotras
		2.	Damrout	
		3.	Dulout	
		4.	Nai	
		5.	Pundlot	
2.	Tomar	6.	Lundawat	
		7.	Dewal	
		8.	Bagoria	at least 15 Gotras
		9.	Ratawat	
		10.	Balot	
		11.	Gaurwal	
3.	Kachhuwaha	12.	Ghseria (Dhangal)	most of the other Gotras

In addition to the above more or less accepted appellations, some references to Meo lineal classification actually enumerate the names of all the 52 Gotras in which the 12 Pals are next divided. Most of the villages the Meos belonging to particular pals constitute separate and distinct localities designated by the names of the respective pals. The same holds good for the Gotras - the Meos belonging to each Gotra live by themselves slightly apart form those belonging other Gotras. Each Meo recognizes every other Meo belonging to his own community, but each Meo also knows the pal and Gotra distinctions which separate him from, or attach him to other Meos. The Meos living in each of such geographical units constitute a single family, the boys and girls of which are taught to regard themselves as brothers and sisters. Marriage between boy and a girl belonging to the same Gotra comes to be regarded as incest. This social pattern is not different from Hindu rural pattern.

The Meo code of marriage prohibits a man from marrying not only from the gotra to which he himself belongs but also forbids him from marrying in the Gotra of his mother or father or even from the Gotra to which his maternal grand mother belonged. All the women of these four villages would be regarded as his own intimate family and the social code would allow the women of these villages to be relatively more free with him than with men of other villages - for, after all, was he not their brother?

(b) The Meo Villages

The plains of this region are studded with villages here and there - each presenting the appearance of a low mound varying in dimensions according to the size of its population. The height of these mounds, partly represents the age of the village. A high ground was originally selected, partly for protection against waterlogging and partly to serve as a vantage point to see approaching foes.

Each mound has one or two brick - and - mortar built dwellings in the centre. These are the habitats of the well to do. He may be the village Banya, or a village official who has gained a little wealth or even one of the few Meos who lend money and have come to be known as Meo Bohras. Surrounding these low pinnacles are the stone, or mud - and - that dwellings of the Meos in general. The houses of the village carpenter and the Teli-both generally Hindu- are amidst those of the Moes and it is difficult to distinguish them from the others. On the periphery in some directions are to be seen clusters of huts belonging to the Harijans, most of whom are landless but whose labour has now become almost as paying as land itself.

(c) Meo Dwellings

Each Meo house is generally surrounded by a wall hiding the interiors from the haphazard streets that intersect the

habitations. These outer-walls, both inside and outside are smeared with cow-dung mixed with straw, but the Meo houses are generally characterised by a panel of ashy white soil coating around the door frames. The presence of a 'Swastika' painting on the doorway of Meo dwellings is still more conspicuous. They regard it as both sacred and auspicious. The dwelling itself generally consists of a verandah and one or more rooms, both raised two or three feet above the ground level. The verandahs serve mostly for men and are used by the women only when the men are in the fields. Almost every Meo household has a cow or a pair of bullocks. They constitute a part of his household.

(d) *Meo Dress and Food*

The Meo women are known as Meonies and are as characteristic as their men. Each of the two has a distinct dress and role in society. The men wear white dhoties or coloured tahbands and shirts called kurtas, of varying lengths. A turban on the head, generally whitish, is a must. But observers have suggested that even males tend to adopt three colours in their rugged garbs. The keeping of a lathi is indispensable for a Meo. It is almost a part of his dress. It adds dignity to his ubiquitous beard. The smoking of 'Huqqa' is a familiar and usual pastime of the males. Infact it has often been noted that Meos sit at their 'Huqas' while the Meonies scrape in the fields and the households. The men, they say, feel that they have done their part once the ploughing and other operations needing their physical prowess are over. The bullocks go to graze in the pathches of grass and the men-pull at their Huqqas. The women then take over.

The Meonies are more picturesque and display more individuality. Their dress in former times consisted of lehngas and cholis. But even the gazetteers of the last century

mention that this was disappearing. Today they wear shalwar-like, loose, coloured pyjamas, long shirts of full sleeves reaching to their wrists and a dupatta, scarf on their heads. Invariably these three garments are of three different colours, - red, green, yellow and black being most common. These colours are fast and deep.

Meo women, when going out of their houses, are often found to carry rectangular wicker baskets on their heads. Custom makes them always carry a little grain in these baskets and this, no doubt, is a remnant of the days when barter was the mode of exchange and these baskets served the same purpose as the purses of the women do in the cities of our own day. Thick but hollow silver rings and ornamental chains round the neck as well as silver bracelets round the arms are also characteristic of Meo women. They walk majestically with these to the well for water and with two metal pots balancing one above the other - their weight balanced and softened by the intervening ring (indhi). 'Surma' for the eyes, 'mehndi' for coluring the palms and 'ubtan' for softening the skin are also used by the women. The custom of tattooing, however, has gone out of fashion both for males and females.

The food of the ordinary Meos in naturally frugal and certain simple preparations figure prominently. 'Mohri', or puffed rice provides the morning meal; 'Dalia', 'Ganji' and 'Malida' are all prepared from ground wheat; 'khicheri', a mixture of rice and different kinds of pulses, constitutes a sort of sunday dinner and meat is perhaps even more rare. On the occasion of the annual feasts as also during marriage festivities 'Palao', 'Zarda' and 'Sevian' are also served.

(e) Attitude of Meos towards their elders

A very rigid patriarchal pattern is functioning in Mewat. The eldest member of the house-hold, be it grand father,

grand uncle or grand mother, father or mother, reigns supreme. The young and even not so young have no rights to make any decisions. Every Gotra has a Panchayat and the eldest member of the Gotra is entitled to represent the attitude and view point of each household in this standing committee. The word of the elderly man is Law for all the members and no one expresses the desire or the courage to disobey him. It is he who decides what to sow and when to sow : what to buy and how to sell. The old men want their sons to copy the food habits, the dress and the mannerisms of their own generations. One example picturesquely illustrating the hierarchical structure based on age and social status is described as follows.:

When four or five Meos are sitting in a 'Baithak' or 'Choupal', the 'Huqqa' goes round from one to other. Each is expected to take about two puffs and relinquish it for the others. It is the youngest in the group to whom falls the duty of carrying the 'Huqqa' form one to the other. Sometimes, though rarely, this duty falls to one who might not be the youngest in age but who is relegated to that position by his status through marriage or family relationship. For example, an older nephew replaces a younger uncle and a wife's elder brother acquires seniority even if he is younger than his sisters husband. But this whole structure, while actively prevailing in most instances, assumes merely a hypothetical aspect when younger people of more dynamic personality intrude. Notwithstanding this wind of change, age still dominates the Mewat and the younger men still show reticence and plead unworthiness to discuss their problems in the presence of the elders.

(f) *Names, Dresses and Gatherings*

The distinctness of Meo traditions is portrayed in their names. In the Alwar and Bharatpur regions, many Meos are still given mixed or Hindu names such as Munshi Ram,

Kanahyya Khan, Sujan Singh, Amar Singh, Fateh Singh, Bir Singh etc. Thus it is the common practice to add 'Singh' to a Muslim name or 'Khan' to a Hindu name, although unambiguous Muslim names or even unadulterated Hindu names are not a rarity.

(g) Beliefs and Rituals

Meos are deeply superstitious. They attribute the things beyond their understanding to evil spirits. The cultural patterns and values of these people die hard.

A large number of Meos still revere Hindu Gods and goddesses side by side by believing in the one God as enjoined in Islam. Local deities assumed to be responsible for diseases such as small pox and fevers of long duration, are still propitiated. A whole system of demonology still haunts the minds of most Meos.

One peculiar superstition is attached to the writing down of a person's name. On several occasions people displayed almost a panic when their names were being entered in the questionnaire. This has been attributed by some to the fear of disclosing their identity inherited from a past when theft and loot were common occupations and any noting down of names was likely to lead to arrest or worse.

(h) Feasts and Gatherings

The Meos are strongly attached to seasonal Hindu festivals, such as Holi, Dassehra, Teej, Chhat etc. unlike Muslims in general, where feasts of Ramzan and Bakraid and Muhram follow a purely lunar cycle. Seasonal melas are marked by the presence of large groups of Meos and Meonies who mingle at ease with men and women of Hindu ommunities.

(i) Child Marriage and Extravagance

Girls are married young in Mewat as in the rest of rural India. This can be taken by them as a safeguard against

sexual laxity - before a woman has reached her prime she is already a mother to be classed among matrons. Whereas the Meos accepted child marriage form the Hindu rural pattern, they indulge in extravagance in the marriage ceremonies of both sons and daughters as a legacy from the Muslim culture of northern India. Strangely enough there appears to be no particular phase of marriage in which extravagance may be necessary. The demand for dowry is inconspicuous. Neither the people of the bridegroom nor those of the bride haggle much over what is given to the couple. It is only the feeding of a larger and larger number of the community and the lavishness of display to entertain the wedding guests that pauperise the parents of both bride and bridegroom. Every man has to spend on his children's weddings as much as he can conceive of spending-all that he has and all that he can borrow. It is only by such lavishness that be can bring honour to himself, his Gotra and his pal.

If a particular Meo hesitates, or falls short of cash, in the midst of the festivities, the people of his Gotra and others of his village, both Hindus and Muslims, offer to help. Some even spend on his behalf. Others advance amounts which he might not be able to pay back till the end of his life.

The average expenditure on a Meo marriage was estimated to be around four thousand rupees (during 1966, as reported in a book by Amir Hasim Ali) enough to keep the average Meo economically deprived till the next marriage if not for the rest of his life.

Two factors can be held responsible for this tragic waste and foolish magnanimity. First is the repute for lavishness and second factor contributing to this recklessness is the inter-gotra rivalry and competition. Thus the traditional aspects of Meos life are found to

have not only ethnological interest but involve problems of economic development as well and get entangled in the tug-of-war between communities also.

(j) Attitude of Meos Towards Money

It is clear that that Meos are basically a simple and frugal people with little acumen for making or saving money. Their conception of wealth is limited to land, cattle, ornamentals and perhaps a little silver or gold hidden in some corner. Even the selling of milk was considered to be below the dignity of the proud Meo, a few years ago. Apart from the simplicity of his dress, the Meos' food too is simple to a degree. An average Meo do not spend much on his abode. A low standard of living and a high level of pride are the chief characteristics of the Meos and these two together seldom lead to the accumulation of wealthy and exploitation of money.

(k) Vices Among Meos Proneness to Prowling

The proximity of the Mewat to the capital of India during several periods of history has made them figure off and on, in the annals of the region. Over and over again the Meos have been mentioned as prone to prowling theft and robbery During Muslim rule, the region was thickly covered with forest and how the hit and hide technique of the Meos had exasperated the powers at Delhi and brought upon them barbaric reprisals. But even after cutting down of forests, the Meos ceased to be a politically powerful entity, the proclivity to thievery and cattle lifting continued to be associated with the Meos The Britishers have described the Meos as 'Criminal Tribes' and even the Indian army was wary of enrolling them in large numbers.

One can also easily see how illiterate youths and even adults, fed with heroic legends of the past, can well regard the property of the citizens of Delhi as their own

rightful due. Thus it was combination of three factors - poverty, pride and proximity - that had contributed to the notoriety of the Meos as cattle thievers, robbers and bandits.

Drinking

Drinking is the next weakness associated with the Meos. Obviously, they had like many Muslims princes and princelings, conveniently over looked the prohibition of intoxicants when the community embraced Islam as a religion, for, no Meo apologist ever claims that his community had ever been free from this habit. The preachings of the Tabilighi jamaat have diminished this evil in the Nuh region. But even that region is by no means dry, while the villages in the hills and also in Alwar and Bharatpur , are noted for home-brewing and drinking especially on festive occasions.

(I) Relations with Other Castes and Gotras

It is obvious from the history of Meos that the ethnic roots of the Meos lie in Hindu culture. They are sons of the soil par excellence. They had accepted Islam as a religion in some by - gone century and still take pride in regarding themselves, and being regarded by others, as Muslims. But Muslim culture, as developed in India, is mostly of a feudal urban pattern. Only such characteristics of this culture have been imbibed by the Meos as fit into the fugged pattern of rural life in the Mewat. They are thus closer in feeling to the Hindus of the Mewat than to the Muslims of the rest of India. This affinity is strengthened by the bonds of Gotra loyalities. Just as Hindu Rajputs and Muslim Rajputs share blood relatives between them, the Meos have common lineages with their Hindu neighbours.

The Damrant Gotra, the Dahgul Gotra, the Chhrikhant Gotra and several others are common with Jats and Minas. The distinction of the Meos as a Muslim

community, and their oneness with these branches of Hindu social order, both operating over several centuries, have established certain inter-communal customs which have become deeply rooted, precious to both sides and mutually nurtured with love and affection.

Several manifestations of the underlying pattern occurred during the times when adversity faced by the Meos in the post-partition period. Their non-Meo Hindu neighbours did their best to help them. When the fury of the organised elements, who wanted either to exterminate or at least exile the Meos, became excessive and 'caravans of Meos began to move west-ward, several deputations of the Jats went to persuade them to return. Whenever a Meo family changed its mind and returned to its village it found its property as untouched as it could possibly expect. The returning Meos were welcomed with open arms and took possession of whatever they had left behind. The Hindus of the Mewat villages proved, by word and deed, their symbiotic relations with the Meos in both joys and sorrows.

But this applies only to the relations with masses of the non-Meo Hindu population of Mewat. The relations between the Meos and others in the upper and relatively more sophisticated crust of the regional population are not equally cordial. The following is representative of several comments.

The close relations between Meos and Hindus are now confined to the broad masses of the illiterate people. The mind of those exposed to school education and nurtured in sophisticated circles, has not remained unscathed from the virus of communalism.

The Meos complain that in schools and colleges and Government employment the Hindus discriminate against them. Their children do not find congenial atmosphere in schools such as those in Palwal and other towns on the borders of Mewat.

In other words, the Meo feels completely at home as long as he is tilling his soil or attending to his animals. But even on the borders of Mewat, whether in school or in office or in court, he tends to suffer from the feeling of being different.

(m) Attitude of Meos Towards Education

Obviously, Modern Education conjures up for them the picture of a government managed school providing instruction in the three R's in the primary classes and going upto the 10th class leading to the high school examination which, in turn, points to the Bachelor's degree. Out of every hundred boys that enter the primary stage practically half leave school after a year or two and then the rate of drop-outs decreases until 10, or less, pass the high school examination. These ten have had a smattering of English, a little of mathematics and science, history and geography. In former times they learnt Urdu which has now been replaced by Hindi. They come out qualified for little else than teaching in village schools or for clerical jobs in some government offices. Multi-purpose or technical schools, polytechnics and industrial training institutes are too new to have become a part of the Meos' conception of "modern education". With two conceptions of "modern education" and "religious education", the Meo is not in a position to decide and remains confused on this issue whether to teach or not to teach his boys and still more so his girls. His sons will engage in ploughing the land and in managing the animals, his daughters - thanks to the taboo on boys marrying outside community - will readily find husbands and they too will be enagaged throughout their lives in field and household. Where then is the need of spending money on sending them to school where they are likely to acquire notions out of tune with the rhythms of rural life?

Mewat Region of Haryana

The Mewat region of Haryana consists of six blocks - five blocks of distinct Gurgaon, namely, Nuh, Ferozepur Jhirka, Punhana, Taoru and Nagina and one block of district Faridabad, namely Hathin. The area has an uneven topography of plain and undulating patches of land dotted with hills and hillocks of the Aravali mountain range. Mewat is predominantly rural in its demography, covering an area of 1874 sq.kms. The population of nearby 7 Lakh people inhabit 491 villages and five townships. The main occupation of the people is agriculture or agro-based activities. Information in brief about Mewat region of Haryana regarding different aspects like population, agriculture, forests, health and education is being presented in the following Table 1.

Table - 1

Area, Population, Climate and Other Amenities in Mewat Region of Haryana

Area	
Total area (sq. km.)	1874
No. of villages (total)	491
No. of towns	5
Blocks	6
Sub-Divisions	3
Tehsils	5
Sub-Tehsils	1
Population (2001 census)	
(Mewat Area Of Distt. Gurgaon Only)	
Total Population	789750
Males	415947
Females	373803
Rural Population	730449
Males	384620
Females	345829

Rural Population percentage to total	92.49
Urban Population	59301
Males	31327
Females	27974
Percentage of total population	7.51
Density	370
Scheduled Caste	65118
Literates	257418
Males	190437
Females	66981
3. Climate	
Average rainfall (in inches)	4.78
4. Agriculture (1992-93)	
Total area according to	
Village paper (hect. in lakhs)	1.86
Net area sown (hect. in lakhs)	1.46
Area sown more than once (hect. in lakhs)	0.66
Total cropped area (hect. in lakhs)	2.12
5. Irrigation	
Net area irrigated (hect. (1991-92)	42600
No. of tubewells and pump sets	18553
No. of Tractors	5021
6. Forest	
Total area under forest (sq.km.)	39
7. Animal Husbandry	
Total livestock (000)	386
No. of veterinaty institutions	108
8. Health	
Community Health Centres	04
Primary Health Centres	15
Sub-Centres	76
Ayurvedic	26
Homeopathic	11
9. Education	
No. of Primary Schools	515
No. of Middle Schools	57

No. of High Schools	47
No. of Sr. Sec. Schools	19
Colleges	03
Industrial Training Institute	07
Polytechnics	01
Teacher Training School	01
10. Banks	
Total no. of Banks	16
11. Roads	
No. of villages & towns attached with roads	491
Total length of metalled roads (Kms.)	270.46

Development Efforts in Mewat (1980 - 1995)

Constitution of Mewat Development Board and its Associate Agencies

The Government of Haryana on 16-1-1980 constituted the Mewat Development Board (MDB) and its District implem-entation agencies to be known as the Mewat Development Agency (MDA) for the development of Mewat area. The main objective of the constitution of the MDB/MDA is to ameliorate the conditions of poverty, unemployment, economic and social backwardness of this area which has shown only a few signs of advancement trend despite the development programme undertaken during the successive five year plans. The composition and terms of reference for the Mewat Development Board and Mewat Development Agency is as under :

Mewat Development Board

This is the policy making body (board) under the chairmanship of the Chief Minister, Haryana which has the overall changes of formulation, implementation and review of the various special schemes in the area.

Mewat Development Agency

Mewat Development Agency (MDA) was constituted on 16th August, 1980 and got registered as society under the society act. It is an autonomous body created for the development of Mewat. At the district level it is headed by Deputy Commissioner, Gurgaon as its chainman and a senior scale I.A.S. Officer as its Chief Executive Officer. MDA is a registered society under society Act, 1860.

The Board objective of the MDA is to formulate schemes, monitor progress and coordinate developmental activities in this region. The funds for implementation of schemes approved by the Mewat Development Board are routed through this agency to the implementing departments.

Mewat Development Agency and its Schemes

Mewat Development Agency was constituted in the year 1980-81 to accelerate pace of development in Mewat Region by providing additional funds for implementation of developmental schemes specifically designed to benefit this area. In order to ensure adequate development of this region, infrastructures have been created and basic amenities provided to the masses in the field of agriculture, animal husbandry, fisheries, health, water supply, industries, establishment of industrial training and industrial estate, residential housing colonies, education etc. The MDB has spent approximately a sun of Rs. 34 crores on various developmental schemes in the region since its inception.

Educational Schemes of Mewat Development Agency

If compared with rest of the state, the literacy rate in Mewat is extremely low. Female literacy is almost negligible. Higher education is minimal. This is also one of the biggest problems of this area to fight out. Various schemes of providing infrastructural facilities and incentives of different nature to the students have been launched in this area.

(i) Stipend

The Mewat Development Board sanctioned in 1981-82, a scheme for awarding stipend to aid the poor students of Mewat area going in for higher education. While those studying in professional colleges are awarded stipend worth Rs. 300/- per month each, others are given Rs. 100/- to Rs. 200/- per month depending on the nature of courses offered by them. A sum of Rs. 28.07 lacs was spent during the year 1980-81 to 1994-95 on disbursement of stipend to 2237 students.

(ii) Construction of Primary School Building

In this scheme, 75 per cent grant in aid is contributed by the MDA for construction of primary school buildings and 25 per cent contribution is made in the form of land/labour etc. by concerned panchayats. A sum of Rs. 219.76 lacs has been spent for the construction/completion/repair of 400 primary school buildings in Mewat upto the year 1994-95.

(iii) Cent Per cent Enrolment Schemes

In this scheme, three cash incentive prizes are awarded to three primary schools per block for involving their primary schools for the cent per cent enrolment of children in the age group of 6-11 years specially enrolment of girls, good result of annual exams, regular attendance, plantation of trees and flowers in school premises. From the year 1980-81 to 1991-92, a sum of Rs. 14.30 lacs was spent under this scheme and number of school/panchayats benefitted were 201. The funds under this scheme were spent for the welfare of schools concerned.

(iv) Vocational Guidance and Computer Training

In this scheme, coaching cum counselling facilities are provided to the unemployed youth of area for competitive examinations. The trainees are given stipend of Rs. 50/- per month. A sum of Rs. 11.31 lacs was spent on this scheme upto 1990-91. Coaching for various competitive exams was

arranged for unemployed youths of Mewat area at Nuh, Taoru, Ferozepur Jhirka and Hathin.

(v) Starting Computer Training Centre

From the year 1991-91, a new programme of computer Training has also been included in this scheme to inculcate the culture of computerisation as well as creating facility for computer training to rural youth of Mewat during the year 1990-91. This scheme will help a lot in getting the employment to the people of this area. Total expenditure on both the schemes upto 1994-95 has been incurred for Rs. 51.17 lacs and 2793 youths have been benefitted.

(vi) Construction of Buildings of Mewat Model Schools

To impart quality education in this area an educational society named "Mewat Model Schools Society" has been established. The society has established six Mewat Model Schools each at block headquarters of Mewat. The MDB provides funds for construction of buildings of Mewat Model Schools. Buildings were completed at Nuh and Ferozepur Jhirka and the schools are being run successfully. Construction of building at Taoru has recently been completed. At other places presently the schools are being run in temporary accommodation provided in the housing colonies created by MDA. The MDB has spent a sum of Rs 133.11 lacs upto 1994-95 under this scheme.

(vii) Financial Assistance to Mewat Model Schools

A sum of Rs. 121.57 lacs has been provided to Mewat Model Schools as financial assistance to meet out deficit in their annual budget during the period 1985-86 to 1994-95.

Fee concession to poor students

The MDB also spent a sum of Rs. 2.50 lacs for giving fee concession to poor students admitted to these schools up to 1994-95.

Provision of conveyance

For transportation of the children (studying in Mewat Model Schools) from far off villages, the MDB provides funds for transport facilities. A sum of Rs. 8.65 lacs has been spent for providing conveyance to these schools up to 1994-95.

(vii) Incentives to Girl Students

To encourage female literacy and check drop- outs, the MDB has started a new scheme of giving school uniforms and incentives in the from of stationary and books etc. to school - going girls of Mewat form the year 1990-91. A sum of Rs. 123.72 lacs has been spent under this scheme upto 1994-95 and number of girls benefitted are 1.17 lacs.

Backwardness of Mewat

Mewat has remained a region of backwardness even after ndependence. This region lags behind the rest of Haryana state in almost every yard stick or area of development including ducation. Keeping in view the nature, purpose and delimitation of present study, some of the important indicators showing educational backwardness of Mewat area of district Gurgaon (as compared to district Gurgaon and Haryana state) are being presented in the following table 2.

Table - 2

Important Indicators Showing Educational Backwardness of Mewat as Compared to Gurgaon District of Haryana (in per cent)*

Indicators	*Haryana State*	*Gurgaon District*	*Mewat area of Gurgaon District*	*Non-Mewat area of Gurgaon*
1. Literacy Rate				
Male	78.49	76.17	61.17	87.97
Female	55.73	47.78	23.89	67.49
Total	67.91	62.91	43.51	78.51
Rural				
Male	75.37	72.31	59.45	86.81

Female	49.27	39.79	21.03	62.13
Total	63.19	57.09	41.24	75.44
Urban				
Male	85.83	88.61	80.64	90.02
Female	71.34	73.77	56.56	76.92
Total	79.16	81.71	69.29	83.95

2. No. of Schools

	Gurgaon			*Mewat*			*Non-Mewat*		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
Primary	750	153	903	433	82	515	317	71	388
Middle	105	15	120	51	06	57	54	09	63
Hr. Secondary	87	11	98	43	04	47	44	07	51
Sr. Secondary	58	11	69	16	03	19	42	08	50

3. Enrolment

	Gurgaon			*Mewat*			*Non-Mewat*		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
Primary	83436	58374	141810	50374	28883	79257	33062	29491	62553
Middle	27185	19359	46544	9216	3291	12507	7637	8755	16392
Hr. Secondary*	7969	6548	14517	1241	494	1735	2126	2400	4526
Sr. Secondary*	6176	4818	10994	–	–	–	–	–	–

*Census Of India - 2001

*Including Sr. Secondary School Classes

Schemes Of Mewat Development Agency

The objective of Mewat Development Agency was to accelerate the pace of development in Mewat region by providing additional funds for implementation of development schemes specifically designed to benefit this area.

In order to ensure adequate development of this region infrastructure was created and basic amenities provided to the masses in the previous plan periods in schemes funded exclusively by the State Govt. in the field of education, water supply, agriculture, animal husbandry, fisheries, health, industries, establishment of Industrial Training Institutes, Industrial Estates & Housing Colonies etc. The Mewat Development Board has spent a sum of *Rs. 6207.05 lacs upto 31.3.2005 (excluding MADP Rs. 88.86 crores)* on development schemes. Main emphasis has been on creation of infrastructural facilities in the region.

Table - 3

Expenditure from 1980-81 to 2004-2005 on development schemes (on going)

(Rs. in Lacs)

S.N	Name of Dept. / Sector	1980-85 (6th Plan)	1985-90 (7th Plan)	1990-97 (8th Plan)	1997-02 (9th Plan)	2002-05 (10th Plan)	Total
1.	Education	39.69	131.91	999.91	558.00	331.55	2060.19
2.	Housing	60.00	130.60	375.63	123.66	–	689.89
3.	Industries	150.27	223.55	94.28	–	–	468.89
4.	Public Health	75.71	117.38	158.70	–	550.00	901.79
5.	Agriculture	86.40	138.50	40.40	–	29.64	294.94
6.	Irrigation	125.18	12.60	72.00	–	78.31	288.09
7.	Industrial Training	81.44	82.71	15.36	–	–	179.51
8.	Urban Estate	141.76	19.77	–	–	–	161.53
9.	M.D.A.	12.79	39.09	101.66	–	–	153.54
10.	Forest	65.89	64.56	6.30	–	–	136.75
11.	Animal Husbandry	19.56	48.17	28.69	–	2.15	98.60
12.	Community Works	–	–	111.75	9.59	264.28	385.62
13.	Health	12.60	19.77	69.29	26.32	43.15	171.13
14.	Fishers	10.12	22.00	22.32	–	–	54.44
15.	Cooperation	4.46	0.54	43.50	–	–	48.50
16.	P.W.D. (B&R)	–	9.45	27.00	–	–	36.45
17.	Sport	–	–	28.37	0.21	–	28.58
18.	Ayurveda	5.08	10.59	3.30	–	–	18.97
19.	Dairy Development	9.11	1.46	–	–	–	10.57

20.	Other Small Schemes	1.76	2.39	6.55	–	–	10.70
21.	Science & Technology	–	8.23	0.65	–	–	8.88
	Total	901.85	1083.27	2205.07	717.78	798.49	6207.05

Innovative Approach To Development Completion Of Mewat Area Development Project

The Implementation Committee of Mewat Development Board, in its meeting held on 13.12.1990, had emphasized the need to attract funds from outside agencies/organizations for the speedy development of Mewat region. The MDA has provided massive infrastructure in the region. But peoples participation in development efforts was lacking. Having realized it, MDA formulated a Project proposal for financial assistance to socio-economic development of the area with full peoples participation and submitted to the International Funds for Agriculture Development (IFAD), Rome for consideration. The Mewat Area Development Project was approved by the IFAD Executive Board on 7.4.1995. The total initial period of the Project was 7 years starting from the year 1995-96 to 31.3.2003. The project has now been closed on 31.3.2005. Total Project cost was US$ 22.28 million. The Project was implemented by the Govt. of Haryana through Mewat Development Agency, Gurgaon. The MDA has executed the schemes through line departments/organizations of the Haryana Govt. The Area of operation of the Project was all the six blocks of Mewat region. Now, the project (MADP-IFAD) has been ended on 31.3.2005.

Project Objectives

The overall objectives of the Project was to improve the economic and social well being of the Mewat communities,

with particular emphasis on the Meos, within the context of their traditional cultural values.

The main objectives were

(i) Improve the economic and social well being of the Mewat Community.

(ii) Promote the economic and social well being of the Mewat Community.

(iii) Broaden the range of economic opportunities available to the community.

Achievement Since 1995-2005 (1-1-1996 to 31-3-2005)

The loan agreement with International Fund for Agricultural Development (IFAD). Rome was signed on 7.4.1995 for imple-mentation of Mewat Area Development Project (MADP) and loan was declared effective on 7 71995. During first five years of implementation, steps were taken to start soil & water conservation activities, renovation of Banarsi Distributary, laying of demonstrations of high yielding varieties of agriculture & vegetables, supply of potable water to rural area and organizing milk producers cooperative marketing societies Emphasis was given to impart training to the Line Departments, NGOs & Farmers in the techniques of implementation Apart from opening of three field offices for strengthening the field monitoring, posts of technical officers in MDA were filled up with competent Project Officers. The community and women development programme started gathering momentum. An amount of Rs. 88 86 crore was spent on various activities during 1995-2005 i.e 1 1.96 to 31 3 2005 The percentage of expenditure as on 31 3 2005 with the total Project outlay works out to 126.31%.

Table - 4

Details Showing Approved Outlay 2004-05, Expenditure from 1.4.2004 to 31.3.2005 and percentage

S.N	*Name of Scheme*	*Outlay 2004-2005*	*Expenditure From 1.4.2004 to 31.3.2005*	*Percentage*
I.	*Economic Activities*			
1	Soil & Water Conservation	25.25	34.80	137.87%
2	Canal Irrigation	–	32.16	–
3	Arable Crop Development	16.12	19.90	123.44%
4	Horticulture Development	25.91	22.45	86.64%
5	Live Stock Development	80.00	80.07	100.08%
6	Off Farm Enterprises	72.40	101.54	140.28%
	Sub Totals-I	169.68	240.81	141.92%
II.	*Social Development*			
1	Community Development	311.20	236.21	75.[illegible]%
2	Formal Education	108.60	202.72	186.51%
3.	Rural Water Supply	–	–	–
	Sub Total II	421.80	438.63	104.[illegible]%
III.	*Project Management*			
1	Mewat Development Agency	125.00	65.13	52.10%
2	Project Evaluation	10.00	2.95	29.50%
	Sub Total III	135.00	76.08	56.03%
	Grand Total I+II+III	726.57	[illegible].42	10[illegible]%

Table - 5

Activity Wise Expenditure Mewat Area Development Project (MADP) 1995-96 to 2004-05

Name of Project Scheme	*Expenditure*	*1995-1996*	*1996-1997*	*1997-1998*	*1998-1999*	*1999-2000*	*2000-2001*	*2001-2002*	*2002-2003*	*2003-2004*	*2004-2005*	*Misc. 2004-2005*	*Total*
Economic Activities	3	4	5	6	7	8	9	10	11	12	13	14	15
Soil & Water Conservation	1262.00	7.32	58.14	185.55	144.41	62.35	215.62	382.50	110 34	70.68	34.80	-	1271.71
Canal Irrigation Development	1103.00	-	80.29	174.17	159.31	126.62	63.47	168.96	303.02	128.32	32.16	-	1236.32
Arable Crop Development	217.00	1.80	5.18	29.11	23.05	16.69	10.48	22.73	19 61	36.68	19.90	-	185.23
Horticulture Development	177.00	8.16	23.50	37.48	25.89	12.23	19.20	65.14	45.98	26.74	22.45	-	286.77
Live Stock Development	543.00	11.44	52.37	110.65	60.62	10.57	16.58	83.30	81.00	169.59	30.07	-	626.19
Off Farm Enterprises	846.00	10.00	21 44	14.16	26.51	16.65	25.70	64.22	59.22	17.61	101.53	-	357.10
Sub Total A	4148.00.	38.72	240.92	551.12	439.79	245.11	351.05	786.85	619.23	449.62	240.81	-	3963.32

Social Development	122.00	6.13	11.78	19.47	11.54	7.03	0.80	-	-	-	-	-	56.75
Community Development	1179.00	1.99	13.38	23.15	47.99	37.65	102.06	155.03	168.92	53.04	236.71	-	839.92
Formal Education	316.00		-	-	4.95	5.02	4.01	265.90	195.19	107.10	202.72	20.00	804.89
Rural Water Supply	920.00	33.02	78.06	213.62	186.45	81.14	286.78	968.05	785.05	100.10	-	100.00	2632.27
Sub Total-II	2537.00	41.14	103.22	256.24	250.93	130.65	393.65	1388.98	1149.16	260.24	439.43	80.00	4333.83
Project Management													
Mewat Development Agency	320.00	12.56	37.73	62.86	49.00	56.78	63.91	77.60	64.72	64.34	65.13	-	554.63
Project Evaluation	14.00	-	1.50	0.16	0.60	7.67	4.00	5.39	-	5.15	9.95	-	32.42
Sub Total III	334.00	12.56	39.23	63.02	49.60	64.45	67.91	82.99	64.72	69.49	75.08	-	589.05
Grand Total I+II+III	7019.00	92.42	383.37	870.38	740.32	440.40	812.61	2258.82	1833.11	779.35	755.42	80.00	8886.20

Formal Education Rs. 20.00 lacs have been adjusted during 2004-05 which was advance to MBCC and under rural water supply Rs. 100.00 lacs was shown more expenditure against released funds.

Table - 6

Physical Targets and Achievements at a glance

Statement showing Components wise achievements under MADP since inception to 31.3.2005

S.N	Activity	Unit	Project Target	Achievements upto 31.3.2003	Achievements during 2003-04	Achievements during 2004-05	Cumulative Achievements since 1995-96 to 31.3.2005
I.	*Soil & Water Conservation*						
i.	Field Bunding	Ha	11500	1071	–	–	1071
ii.	Check Dam	No	1750	939	109	–	1048
iii.	Gully Plugs	No	220	350	11	–	361
iv.	Diversion Bunds	No	150	393	3	–	396
v.	Percolation Ponds	No	100	243	5	–	248
vi.	Village Ponds	No	100	235	4	–	239
vii.	Soil Reclamations	Ha	900	772	62	–	834
viii.	Leveling	Ha	–	23	–	–	23
ix.	Installation of Psystomatric tube	Ha	–	2	–	–	2
x	Development Panchayat Waste Land	Ha	–	127	–	–	127
xi	Training/Study Tour	Person	–	904	150	–	1054
2.	*Canal Irrigations Development*						
i.	Nuh Sub Branch	Km	–	5.89	5.89 Km	3.5 Km	9.39
ii.	Banarsi Distribution Canal Rehabilitation	Km	17	17.00	9 structure	–	17.00 Km
iii.	Umra Minor Canal	Km	10	11.97	–	–	11.97
iv.	Gangwani Minor	Km	12	14.40	–	–	11.92
v.	Sadipur Minor Canal	Km	17	8.90	–	–	8.90
vi.	Saral Minor Canal	Km	3	–	–	–	–
vii.	Tigaon Minor Canal	Km	10	–	–	–	–
viii.	Dabalu Minor Canal	Km	10.21	11.48	–	–	11.48
ix.	Ladmaki Minor Canal	Km	3	–	–	–	–
x.	Hinganpur Drain	Km	7	4.50	–	–	4.50

3	*Arable Crop Development*						
I	*Farm Demonstration*						
i.	Mustrad & Millet	No	6.50	9880	–	–	9880
ii.	Wheat	No	200	702	–	–	702
iii.	Intercroping with	No	700	–	–	–	–
iv	Double Cropping	No	350	360	–	–	360
v.	Multiple Cropping	No	700	540	–	–	540
vi.	Moong	No	–	600	–	–	600
vii	Lentil	No	–	270	–	–	270
viii.	Sugarcane	No	–	50	–	–	50
ix	Guar	No	–	400	200	–	600
x	Cotton	No	–	34	–	–	34
xi	Spray on Mustrad	No	5500	3100	–	–	3100
xii	Control of Grass hopper	Acre/ vill.	–	1000	–	–	1000
xiii	Gypsum	Tons	–	979	–	–	979
xiv	Green Manuring	No	–	1028	500	–	1528
xv	Soyabeen	No	–	696	600	–	1296
xvi	Integrated Pest Mangt.	Vill	–	20	–	–	20
xvii.	Arhar	No	–	600	300	–	900
xviii	Ground Nut	No	–	–	70	–	70
xix.	Barley	No	–	444	–	–	444
xx	Bio-Fertilizers	No	–	–	6000	11460	17460
II.	*On-Farm*	*No*	*700*	*423*	--	--	*423*
III	*Training Study Tour*	*Person*	*1680*	*3390*	*1243*	*2500*	*7133*
4	*Horticulture Development*						
i.	Development of Nurseries	No	2	1	–	–	1
ii.	Demonstration Vegetables/Mini Kits	No	1200	14028	258	–	14286
iii.	Demonstration of Fruit Plants	No	80	220	280	–	500
iv	Sprinkers	Sets	50	–	–	–	–
v.	Drip Irrigation	Sets	10	10	–	–	10
vi.	Distribution of mini Kits of Plants	Farmers	–	10571	–	–	10571

vii.	Flower Demonstration	No	–	100	–	-	100
viii	Mushroom Demonstration	No	–	46	–	–	46
ix.	Food Processing Training	Trainee	–	2128	–	-	2128
x	Medicinal Plants	No	–	150	80230	43	393
xi.	Training in vegetable/fruit/ aromatic & medicinal plants Floriculture Production	Person	480	3236	272	450	3958
xii.	Planting Material	Plants	-	–		20000	20000
5	*Live Stock Development*						
I.	Rehabilitation of Animal Health & Breeding Services						
i.	Livestock Dev Complexes	No	8	6	–	-	6
ii.	Mini Livestock Dev. Complexes	No	15	9	–	–	9
iii.	Mobile Livestock Dev. Cum-Supervison Units	No.	2	1	–	-	1
iv.	Mass Deworming	Animals	175000	112058	50000	-	162058
v.	Mass Mineral Supplementation	do	70000	47893	12000	–	59893
vi.	Purchase of Nitrogen Jars	No	–	145	–		145
vii.	Feed Resources Augmentation	Plots	1300	344	–	–	344
viii.	No of Mini Diaries	Unit	360	36	–	–	36
ix.	Dairy Marketing	Coop	60	225	–	–	225
x.	FMD Vaccine	No	–	0000	6000	–	15000
xi.	Mobile Laboratory	No	–	–		-	-
xii.	MPCC secretary training	peson	–	–	120		120
xiii	MPCS members exposure	person	–	–	339	-	339
xiv.	Godown	No	–	1	–		1
xv	Milk Booth	No	–	5	3	-	8
xvi.	Electro Taste Meter	No	–	20	30	–	50

xvii.	Chiling Centre	No	–	–	1	1	2
xviii.	Delivery Van	No	–	–	1	–	1
xix.	Training / Study	No	425	3355 persons	1570 person	–	4925 person
6.	*Off-farm Enterprise*						
i.	Technical Training to youth	Trainee	4750	10126	187	1500	11813
ii.	Potential studies	Survey/ study	9	2	–	–	2
7.	*Development Support Communication*						
i.	Training to Govt./ NGO staff	Person	447	141	–	–	141
ii.	NGO refresher courses	No	175	262	–	–	262
iii.	MDA News Letter	No	–	31	–	–	31
vi.	Awareness through non conventional media	Village	–	392	–	–	392
8.	*Community & Woman Development Training*						
I.	*Training*						
i.	Midwives/Barefoot Nurses	Person	2500	586	–	–	586
ii.	Panchayat Raj Member (Women)	No	–	906	–	–	906
iii.	Saheli/Animator/ Book Writer	Person	500	3096	412	2254	5702
iv.	Gender Sensitization Course	do	300	380	–	–	380
v.	Gender Sensitizaton Workshop	No	54	5257	–	–	5257
vi.	SHG Training	Person	–	53343	939	8280	62562
vii.	Federation	Person	–	13186	207	3275	16868
viii.	Data Training	Person	–	384	–	–	384
ix.	SHG Exposure	Person	–	–	–	–	–
x.	Community Resource Team	Person	–	–	–	–	–
xi.	Coverage Training	Person	–	–	–	253	253
II.	*Matching Grant To SHG*	*No*	–	*936*	*304*	*287*	*1527*

III	*Matching Funds To SHG*	*No*	--	*1570*	*760*	*1139*	*4996*
IV	*Mahila Sammelan*	*No*	--	*11*	--	--	*11*
V	*TV Dish Antenna*	*No*	--	--	--	*78*	*78*
VI	*Corpus Fund*	*No*	--	--	--	*78*	*78*
VII	*Literacy Programme To SHG members*	*Members*	--	--	--	*11971*	*11971*
9.	*Formal Education*						
i.	Construction	School Rooms	30	59	-	-	59
ii.	School Building	No	-	1	-	-	1
iii.	Furniture	School	30	1	-	-	1
iv.	Teachers Training	Batch	6	3	-	1	4
v.	CDP	Centre	-	329	60	180	569
vi.	Mobile Health	Village	-	185	-	-	185
vii.	Health Camps	No	-	-	45	62	105
viii.	Recycling Plant	No	-	2	-	-	2
ix.	Sports	Block	-	-	6	6	6
x.	Financial Assistant to Girls Hostel	Students	-	-	-	74	149
10	*Rural Water Supply*						
i.	Boosting Stations	No	90	42	6	-	48
ii.	Tube Wells	No	100	309	12	-	321
iii.	Pipelines	Km	185	621	38	-	659
iv.	Generating Sets	No	-	26	-	-	26
v	Desalination Plants	No	-	3	-	-	3
vi.	Water Harvesting Scheme	No	-	-	58	-	58
11	*Research Studies Studies Project Evaluation*						
i.	Base Line Survey	Survey	1	1	-	-	1
ii.	Mid - Term Review	Study	1	-	-	-	-
iii.	Topical Evaluation Studies	Study	7	2	-	1	3
iv	Special Study (Market of Fruit & Vegetables)	Study	1	-	-	-	-
v.	Salinity / Water Logging Study	Study	1	1	-	-	1
vi.	Water Resource Study	Study	1	-	-	-	1
vii.	IPSOS Study	Study	-	1	-	-	1
viii.	Project Completion Report	Study	-	-	-	1	1
	Total		12	5	-		6

Activity-wise details of annual work plan & budget for the year 2005-06

1. Education

The objective of the scheme is to increase rate as well as imparting quality education in Mewat District/region. Six Mewat Model Schools of the district and one Girls Hostel having a capacity of accomodating 200 girls will be financially assisted. The Mewat Model Schools will be financially aided to the extent of deficit of their budget, however, the Mewat Development Board has desired that the deficit should be reduced gradually and the s hools be made self reliant in future.

The provision has also been made in the budget to give stipend to Mewati Girls studying in D.Ed. course, sponsored by MDA. Upto the financial year 2004-05, total 199 girls have passed out the D.Ed. course. The objective is to provide local based teachers to schools in Mewat region. This step would assist in retaining adequate number of school teacher in the region.

Table - 7

Work Plan of education component for the year 2005-06

Sr. No.	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lacs)*
	Education		
1.	Financial assistance to 6 Mewat Model Schools to meet out the deficit.	6 schools	125.00
2.	Financial Assistance to Girls Hostel		
	(a) Boarding & lodging fee for girls @ Rs. 1000/ p.m. per girl for 10 months	190 girls	19.00
	(b) Contingency charges		1.00
	(c) Salary of warden, assistant warden & other staff		3.00
	(d) Salary of security guards		2.00
3.	Stipend to girls of D.Ed course 50 girls @ Rs. 200/- for 10 months	50 girls	1.00
	Total		151.00

2. *Health*

According to surveys, Mewat area is one of the most backward area in the field of health. Being the high rate of child birth as compared to the other parts of the State, more than 75% women are anemic due to non availability of nutritive diet and improper care during pre and post delivery period. Simultaneously, about 40% of Mewat population is suffering from infectious and disease tuberculosis.

Health of Mewat area depends upon health status of women and male/female children. Cases of disability and diseases of ear, nose and throat are generally found in the region due to faulty personnel hygiene. To create awareness about the health consciousness among the people, general health camps and camps for eye cataract free zone, will be organized during the year 2005-06.

Table - 8

The following is the budget provision health services for the year 2005-06

S.N.	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lac)*
1.	Budget proposal of 30 General Health / Cataract camps		
2.	Contingency (Banners, Mike, OPD Slips, Display stationary & conveyance charges) @ Rs. 0.08 per camp	30	2.40
3.	POL (Vehicles of Civil Surgeon, Programme Officer, Nodal Officer, SMO, Bus and truck carrying staff & medicines) @ Rs. 0.08 per camp	30	2.40
4.	Medicines (for lab regents for atleast 2000 patient per camp including Ayurvedic medicines) @ Rs. 0.06 per camp	30	18.00
5.	Distribution of spects (Only for cataract camps 200 spects for each camp @ Rs. 0.07 per camp)	10	0.70
6.	Daily Allowance for staff members (concerned staff) @ Rs. 0.07 per camp	30	2.00

7.	Tentage (Subject to actual expenditure and availability of school rooms) @ Rs. 0.10 per camp	30	3.00
8.	Other Misc. expenditure @ Rs. 0.05 per camp	30	1.50
	Total (for 30 camps 20 for General Health and 10 for cataract camps)		30.00

3. *Community Works*

The Mewat Development Agency has been number of demands - for the construction of school rooms, C.C. paths in the villages and construction / repair of chopals in Harizan colonies through the public representatives. Therefore, during the plan year, provision has been made for the construction of 50 school rooms, CC path in 100 villages and the construction of community halls/ chopals in 30 villages. Further, provision has also been made for construction of boundary walls/retaining walls/water tanks in schools/toilets in school/colleges, cattle ghats/renovation/ modification of labs/library/computer rooms in school/colleges etc.

Table - 9

The total provision of Rs. 312.50 lacs has been made for this purpose. The details of proposed plan budget are given as under:-

S.N.	*Name of Scheme Community Works*		*Proposed Budget*
1.	Construction/repair of school rooms (including schools recommended by Minority Commission of India)	50	70.00
2.	Construction of Community Halls/Chopals @Rs. 2.00 lac or as per norms per chopal	30	60.00
3.	Construction/repair of village streets/gali @Rs.1.00/gali (as per norms)	100	100.00
4.	Construction/repair of boudnary walls in girls hostel/retaining walls/water tanks in schools/toilets in schools/colleges, cattle ghats etc. (as per norms)	50	50.00
5.	Renovation/modification of Labs/Library/Halls/Computer Rooms etc. in schools/colleges as per norms	40	32.50
	Total		312.50

4. Sports

There are many young talents in the region who need guidance and support for their exposure in sports. It is very essential to develop sports spirit among school children and SHG women in Mewat area. Therefore, it has been considered to organize sports tournaments at block & Inter block school level during the year under plan. During the year 2004-05, the sports meet were organized in Mewat area and there was encouraging response from SHG women who participated in different game activities in large numbers. This trend, if continued and games are made popular, general health of women would definitely improve to a satisfactory level.

MDA has already constructed sports stadium for indoor games in Nuh and Ferozepur-Jhirka and there is also need for construction of mini stadia in different towns and big villages of this region.

The following are the budget provision

S.N.	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lac)*
1.	Construction of mini stadium in towns and big villages @ Rs. 5.00 lac per stadia	4	20.00
2.	Sports in MM School (block level) (leveling of grounds, prize money, bus fare for players (for boys and girls & SHG women, Breakfast for players (Boys, girls and SHG women) Honorarium to coaches, publicity, milk & other contingent charges) @ Rs. 2.00 lac/block	6	12.00
3.	Sports in MM School, Nuh (Inter Block level) (Leveling of ground, prize money, gifts to VIP, momento, bus fare & nourishment to players including SHG women, Honorarium to coaches publicity, Tentage, milk & other contingent @ Rs. 3.00 lac	1	3.00
	Total		35.00

5. *Agriculture*

The agricultural productivity in Mewat region is still considerably low due to rain fed farming, brackish under ground water, negligible canal irrigation and lack of adoption of improved farm practices.

In order to increase farm productivity, main emphasis will be laid upon soil health, reclamation of soil, control of pest and diseases through Integrated Pest Management, change of crop rotations (low cost technology) and diversification in agricultural and horticultural crops.

Organic farming is the need of the day the farmers in Mewat area are required to be convinced to grow crops without chemicals. As such, it is considered to introduce the concept of organic farming with the help of biofertilizers and Integrated Pest Management.

Simultaneously, diversification in agriculture and horticulture using farming of crops consuming less water would also lead the poor farmers towards path of prosperity. The aromatic and medicinal plant's farming occupy prime place in fetching of remunerative prices in National Capital Region. Keeping this in view, provision has been made to encourage cultivation of aromatic and medicinal plants during this plan -

Where sweet water is available in Mewat, the farmers use to cultivate vegetables and especially the crops of onion which is remunerative to the farmers. The onion is required to be kept in stores for sale in a phased manner. Therefore, it is necessary that there should be storage facility at village/local level. A provision of Rs. 3.00 lacs has been made during the plan for providing these storage facilities.

To minimize that cost of production, it is emphasized that farmers including SHG women should be imparted convergence training for adopting low cost technology & promotion of crops which consume less quantity of water.

Table - 10

The following are the budget provisions of Rs. 50.00 lacs for the year 2005-06 for the component of Agriculture

S N	*Name of Scheme*	*Physical*	*Outlay (Rs. in lac)*
A.	*Watershed works*		
	Reclamation of soils (Percolation embankments, land leveling bundling, application of gypsum, gully plugs & other treatments as per departmental norms	20	20.00
B.	*Organic Farming*		
	Distribution of Biofertilizers (Azatobactor) @ Rs. 50/- per acre	4000 acres	2.00
C.	*Integrated Pest Management*		
	Training camps @ Rs. 100/- per farmer (75/- honorarium & 25/- for literature & other contingent charges	3000 Farmers	3.00
	Distribution of toll kits (Box for pest management) @ Rs. 60-70 per farmers	3000 boxes	2.00
D.	*Diversification in Horticulture*		
	Technical input for aromatic and medicinal plants @ Rs. 400/- per acre for slips	20 acres	8.00
	Technical inputs for mushroom cultivation @ Rs. 20000/- per unit	30 units	6.00
	Technical inputs for hybrid vegetables/flowers @ Rs. 10000/- per acre	30 acres	3.00
	Storage facilities for onion crops @ 5000/- per local technique	60 Nos.	3.00
E.	*Covergence Training*		
	Training to SHG women & other farmers for low cost technology. Rotation for crops of less water consumption @ Rs. 100/- per farmer (Rs. 75/- honorarium & Rs. 25/- per contingent charges)	2000	2.00
F	*Contingency for exposure for farmers*	Lum Sum	1.00
	Total		50.00

6. *Animal Husbandry*

To increase the milk yield of milch cattle, proper feed is needed ICAR Scientists have developed fodder block which comprises of feed stock like minerals, salt and cake etc. In view of the importance of these mineral mixtures, these will be supplied to livestock owners for 8000 animals through Animal Husbandry Department in the district.

To maintain health status of milch animals, a provision for Rs. 8.00 lacs has been kept for deworming.

Further, animals will also be vaccinated against the foot and mouth disease & other casual epidemics. Besided this, training & exposure in Animal Husbandry & Dairy Development activities will also be given to SHG women especially it will include dairy co-operatives.

The budget provisions are as under:

S.N	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lac)*
1.	Mass Deworming-	40000 animals	8.00
2.	Mass Mineralization	8000 animal	8.00
3.	F.M.D. & other vaccination	60000 animals	5.00
4.	Convergence training & exposure to SHG women and milk producers @ Rs. 100/- per person (75/- for honorarium & 25/- for other contigent charge)	3000 persons	3.00
5.	Contingency for local exposures of SHG & milk producers	Lum Sum	1.00
	Total		25.00

7. Industrial Trainings

There are three Industrial Training Institutes, two Vocational Training Centres and one Polytechnic Institute in Mewat region. To popularize the vocational trainings among Meo youths, some financial help will be provided by way of providing tool kits to 3000 poor trainees & stipend to merit holders at each institute.

The provision for Rs. 14.00 lacs has been kept under Plan Year 2005-06

S.N	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lac)*
1.	Stipend to Merit holders of ITI & Vocational Centres		2.00
2	Provision of tool kits @ Rs. 400/ student for 3000 students	3000 students	12.00
	Total		14.00

8. *Community Development*

Under the externally aided project of MADP which has been closed on 31.3.2005, a new concept of SHGs was introduced and 1728 SHGs having 23,630 women as members were formed. These poor women have saved Rs. 3.82 crores so far and by taking loans from banks, they are doing a business of inter loaning worth Rs. 17.00 crore as now. It is necessary at this stage have sustainability of these SHGs and their federations. Training and exposures of members are the major activities and are required to be continued. To empower the women community, their income will have to be increased through income generating off farm activities. Besides this, education of drop out children by training of Child Development Programmes is very much essential. Simultaneously, the SHG women will have to be diverted towards cooperative dairy movement so that they may fetch more income. The Govt. has approved this innovative scheme under On-Going (Stage funded) programme for implementation during the year 2005-06, allocating budget of Rs. 135 lacs.

Involvement of NGOs:

Consolidated SHG Information as on 31.3.2005

S.N.	*Name of Scheme*	*Cumulative*
1.	Total No. of Villages	491
2.	Covered Village	463
3.	Total No. of SHGs	1728

4.	Total Members	23630
5.	Total Saving	38179414
6.	Amount of Loan issued	170360078
7.	No. of Loans	25498
8.	No. of SHGs issued Loans	1373
9.	Amount Repaid	125543660
10.	Interest Collected	16216368
11.	Credit from Bank No. of Benefited SHGs	32703200 1096
12.	MDA Matching Grant No. of Benefited SHGs	9127936 1175
13.	GDF No. of Benefited SHGs	8150700 1419

During the implementation of MADP, the Agency has experienced that involvement of NGOs in the component of Community Development has yielded good results. In order to keep up the pace of community development during the year 2005-06, MDA has decided to keep involvement of three experienced NGOs and they are considered for allocation of work as under:-

S.N.	*NGO*	*Block*
1	Mewat Social & Educational Development Society	Punhana and Ferozpur Jhirka
2.	Society for Youth & Masses	Nagina and Hathin
3	Development Sport Team	Nuh and Taoru

Budget Provisions

1. Personnel

An amount of Rs. 30.90 lacs for this purpose has been allocated for the year 2005-06. The total no. of staff working with these NGOs will be 48 only. This staff will be engaged by NGOs at their level with the qualification and experience as prescribed below:-

Educational Qualification and Salary Structure of NGOs Staff

S.N	*Name of the Post*	*Educational Qualification & Experience*	*Salary Per Month*
1.	Project coordinator	Post graduate, Preferably MSW	8000
2.	Block coordinator	Post graduate, Preferably MSW	6500
		Graduate with 2 years experience as Block coordinator	6000
		10+2 with 3 years experience as B.C.	4500
		Matric with 5 years experience as B.C.	4000
3.	Community Development Organizer	Graduate	5000
		10+2 with 3 years experience as C.D.O.	4500
		Matric with 5 year experience as C.D.O.	4000
4.	SHG Trainer	Graduate	5000
		10+2 with 3 years experience as SHG Trainer	4500
		Matric with 5 years experience as SHG Trainer	4000
5.	Office Accountant	B.Com	5000
6.	SHG Accountant	B.Com	5000

Job assignment and responsibilities of the persons as detailed above, will be as under:-

A. Job responsibility of Project Coordinator

1. Over all in charge of project programme in two Blocks.
2. Liasion with MDA and other funding Agencies.
3. Submitting monthly progress to MDA.
4. Attending MDA level meetings.
5. Preparing Action Plan and Budget.
6. Preparing Annual report of the project.
7. Making documentation at NGO level.

8. Planning for sustainability of project.

B. Job Responsibility of Block Coordinator:

1. Preparing AWP&B

2. Liaising with different Line Departments and Mewat Development Agency.

3. Facilitating SHGs for credit from the banks.

4. Preparing monthly report and submitting to MDA.

5. Facilitating visitors at different level.

6. Need assessment of field staff.

7. Monitoring the training.

8. Corresponding with different agencies/people.

9. Attending monthly review meetings of MDA.

10. Organizing monthly meeting?

11. Attending block level bankers coordination committee meetings (BLBC)

12. Attending/facilitating Block level SHG Federation meetings

13. Facilitating Field Staff for their capacity building.

14. Frequent Field visits to sort out field problems.

15. Planning monthly progress at block level.

16. Preparing block level documentation.

17. Assessment of SHGs before taking bank loan.

18. Grading of SHGs once in six month.

19. Supporting and helping Govt sponsored programme like Pulse Polio, Programme R.N.T.C.P. etc.

20. Preparing sustainable' programmes for SHGs.

21. Preparing exit policy for SHGs block level.

C. *Job Responsibility of Office Accountant*

1. Overall Incharge for Accounts in Project level.

2. Preparing monthly progress report of the project.

3. Auditing of Project Accounts and submitting report to MDA.

4. Submitting Accounts to Audit Party of MDA.

5. Preparing guidelines for purchasing and account for NGOs.

6. Making guidelines for purchasing and account for NGOs.

7. Maintaining project level accounts related documents.

D. *Job Responsibility of Community Development Organizer (CDO)*

1. Need assessment of the SHG members before forming SHG.

2. Conducting village survey before SHG formation.

3. Attending SHG meeting frequently.

4. Sorting out the SHG problems at village level.

5. Facilitating SHGs for credit linkage.

6. Need assessment of SHG members before credit linkage.

7. Assessment or SHGs about the training needs and informing the SHG Trainer

8. Liaison with Panchayats

9. Coordinalion with field level functionaries or Line Department

10. Organizing SHG meeting for visitors.
11. Attending, monthly review meetings at block level.
12. Preparing and submitting monthly progress report to block co-ordinator.
13. Attending and facilitating cluster level SHG federation.
14. Coordination with bankers for SHG credit linage.
15. Preparing cluster level documents.
16. Preparing Exit policy for each SHG
17. Ensuring 100% repayment of SHG loans as well as bank loans.
18. Grading of SHGs of his jurisdiction

F. Job Responsibility of SHG Trainer

1. Preparing annual training plan.
2. Preparing training module and schedule
3. Preparing training material.
4. Preparing training module and conducting training for SHG members, federation members, Animators etc.
5. Conducting SHGs training
6. Need assessment of SHG members before training
7. Maintaining training related documents
8. Assisting Community Development Organiser in SHG grading
9. Preparing withdrawal strategy in SHG training.
10. Submitting training schedule and training record to MDA monthly.

F. SHG Accountant

1. Overall responsibility of accounts at SHG level.
2. Conducting Accounts training for SHGs.
3. Conducting Accounts training for book writers.
4. Make availability of SHG books for ali the SHGs in the block.
5. Preparing module and training schedule for Book Writer.
6. Preparing monthly progress report of SHGs.
7. Submitting monthly SHG report to MDA.
8. Facilitating SHG Auditing.
9. Facilitating SHG grading
10. Preparing DCB of all the SHGs Loans and Bank Loans

2. Vehicle Operating Cost

Under this sub-head, an amount of Rs. 4.20 lacs has been earmarked. Total number of vehicles (2 wheeler) will be 42. An amount up to Rs. 1000/- per month per vehicle will be spent for petrol repair/maintenance, purchase of spare parts and insurance of the vehicles.

3. Conveyance Allowance

All NGO Staff will be illegible to get the conveyance allowance except those who are given MDA vehicle Convenience allowance will be paid against production of bills and tour programme Rs. 500/- per staff member or actual, whichever is less, will be paid. The total budget is Rs. 0.90 lacs.

4. Book Writer Training

Sustainablility of Community Development depends upon the sustainability of SHGs. To make them sustainable, it is essential

to keep proper records and documentation of SHG work. One person from each SHG will be trained in book writing imparting one day training for further training to 2100 SHGs making an expenditure of Rs. 2.10 lacs during the year 2005-06. The SHG book will only be written by some educated SHG member or any qualified person of the village or surrounding area.

5. SHG Training

During the plan year 2005-06, at each block headquarter a total of 900 SHG members will be trained covering all new members. They will be imparted training in the field of SHG concept, leadership, group loaning, bank linkage, skill development, communication and awareness etc. There will be an expenditure of Rs. 9.00 lacs during the year. The training will be imparted by trainers and if required, assistance would also be taken from resource persons. The participant SHG members will be paid Rs. 75/- per person per day. This will include to & fro and refreshment expenses. The amount of Rs. 25/- will be incurred on expenditure like payment to resource persons, reading material & other contingent expenses. Thus, there will be an expenditure of Rs. 100/- per day per person.

6. Exposure of SHGs

2000 members of SHGs and their federations will be taken on exposure tours inside the State, Trade Fairs, Melas and other parts of the country like Tamil Nadu, Andhra Pradesh, Rajasthan, Uttranchal etc. where activities under the component of SHG have been developed . An amount of Rs. 12.00 lacs has been kept for this activity. A calendar of exposure tours will be prepared in consultation with Project Officer, MDA and submittal in the beginning of the financial year 2005-06.

7 MDA & NGO Staff Exposure

During various visits of UNOPS Supervision Mission to MADP, they have suggested and emphasized the need for exposure of

MDA & NGO staff through training and visits to the States like Andhra Pradesh & Tamil Nadu where SHG concept is being followed comparatively in a right manner. For this purpose, three groups consisting of 12-14 members will be taken on exposure visits in the month of August. Nov. and January 2005 by incurring expenditure of Rs. 3.00 lacs so that they may be trained in SHG concept for making the concept highly sustainable.

8. Community Resource Team Training

In order to implement the SHG concept in a effective manner, it is necessary to create Community Resource Team selecting educated and experienced SHG women from amongst the SHGs. Total 300 community resource persons will be members of the team by selecting 50 numbers SHG women from each block of Mewat area. The resource team members will be trained in SHG concept incurring an expenditure of Rs. 3.00 lacs so that they may further impart training to other members. Per person expenditure will be the same as fixed for other trainings.

9. Convergence Workshop

SHGs of Mewat are gradually becoming sustainable. The credit activities of SHGs have assumed significance tremendously. The Credit linkages with the banks and repayment of loans is going on well. But SHGs can not stay any longer in isolation The sensitization of the line department personnel is the need of the hour. During the year convergence workshop. Frontline workers of line departments and representatives of SHG federations and bankers will participate convergence workshop and the role of different people will be discussed and decided. Federation and SHG members will be involved at the grass root level in implementation of works by Line Departments. A sum of Rs. 0.50 lacs is earmarked to sensitize 300 members during the year 2005-2006.

10. Convergence Training to SHG for Women Co-operative Milk Societies

SHGs can only be sustainable when they are financially sound and each member is earning income. After agriculture, dairy farming is one of the biggest occupation in Mewat area. In order to increase the level of income of each family in Mewat area, it is necessary that Women Milk Co-operative Societies should be formed and set up. There is a target of 1500 SHG members to bring them under the co-operative milk society system making an expenditure of Rs. 1.50 lacs during the year 2005-06. One of the objective of co-operative society system is to get rid of the milk vendors. For the purpose of training expenses will be incurred on the same pattern as fixed for other trainings in this budget.

11. Matching Grant to SHGs

Thrift and credit is most important activity of SHG. In the morning, group will start to give petty loans from its savings to SHG members. MDA will also give Matching Grant to 'A' grade SHGs. Necessary formats for the purpose of assessment will be prepared by MDA & NGO together NABARD and MYRADA (a famous NGO assessment formats can be used with modification for assessment 150 groups will be assisted during 2005-2006. The total expenditure on matching grant will be Rs. 12.00 lacs @ Rs. 8000/- per SHG.

12. Group Development Fund (GDF)

The process of SHG formation and functioning started in 1997. Now, SHG concept is accepted and recognized by the other agencies like Banks Panchayats and community is coming forward to form SHGs by themselves. GDF may be used by the group for the payment of book writers, purchase of SHG books, purchase of trunk/boxes and meeting out other misc, expenditure of SHG. This provision is being made to assist SHGs @ Rs. 3000/-, Rs.

2400/- and Rs. 1800/- respectively. After that group is required to generate money to meet out its expenditure by at its level. An amount of Rs. 16.00 lacs has been kept in Annual Plan 2005-06 for this purpose for 600 groups especially the newly formed groups.

13. SHG Auditing

SHGs are becoming village-based financial institutional at grass root level. Atleast during the year, atleast one audit of their accounts is very much essential. To sensitize the SHG members, one time assistance will be given. A sum of Rs. 4.00 lacs has been provided for the purpose. The auditing will be done by Charted Accountants engaged by NGOs. NGOs will submit final audit report to MDA within one week of close of the financial year 2005-06.

14. Repair /Maintenance of T.V. Dish Antennae

During the year 2004-05, approx. 70 Dish Antennae were installed in different villages of all six block of Mewat. Since this was a new experience, the persons handling the dish Antennae were not familiar with maintenance job. To keep the Antennae in running condition, a provision of Rs. 1.48 lacs has been made for repair & maintenance of Dish Antannae. The expenditure will be reimbursable adopting accounting procedures.

15. Over Head Charges

To meet out some unforeseen & miscellaneous expenses on account of stationery meeting of NGOs. correspondence documentation etc the NGOs will be provided an amount of Rs. 4.52 lacs as the over head charges/administrative cost.

16. Income Generating Trainings (Food Processing)

SHG cannot survive without income generating activities and especially those activities which can be run by SHG women at

their homes. Still the women are not exposed to travel out of village and far away from their families. SHG women are required to be involved in income generating activities which can be run at village level. During the year 2004-05, women have been imparted training in food processing though NGO (ICWC). These trainings will also be continued during the Plan Year 2005-06. large number of women would be brought under the programme making working groups. These working groups will borrow loans from their SHGs/Federation for making achar, papads, biscuits etc.

A provision has been made in the Plan 2005-06 for retaining Market Assistants who will help working groups in marketing of their products.

17. Child Development Programme:

Keeping in view the existing condition of Govt. Schools, quality of education, apathy of the community towards education and high dropout in the schools at Primary levels, it was decided to start Child Development Programme in the Mewat area. The prenursery schooling has established itself as the first step in the ladder of successful life in today's environment. It is most crucial phase in an individual's life and whatever is learnt at this impressible age, stays with the child through out his life. The results of CDP are very much programming. The poor parents have understood the concept of pre-schooling, not only for teaching but also for creating attitudinal change in the community towards school education. The Scheme of Child Development Programme was started during 2000-2001 with the assistance of different NGOs in all six Blocks. The main objective of scheme was to prepare the children for formal school in the age group of 4-11 years who were out of school due to certain reasons. Now, during the year 2005-06, the SHG Federations at block level will run the Child Development Programme.

ii) Objectives of Child Development Programme

- To include schooling habit among non-school going children.
- To check the high dropout in the schools, at primary level.
- To increase the enrolment in the school at Primary Level.
- To take care of health of Children.
- To give more emphasis on girls education.
- To sensitize parents regarding importance of education.
- To motivate the parents to sent their children to formal schools.

Mewat Development Agency will start 30 centers (5 centers in each block) in batches starting from August 2005 - Jan 2006 one centre will cover 60 children. The children of these centres will join the formal education system and getting initial treatment Each centre will be supported by a teacher and a helper. The children will be provided uniform, books health check up, and mid-clay meal. After completion ,of 6 months, the children will join regular schools in class first in govt. school.

The original layout of budget for the year 2005-06 for COP Centres was allocated Rs. 15.00 lacs. However, it was not possible to run five Centres in each block within the proposed budget. As such, an amount of Rs. 7.50 lacs has been diverted from the component of community works in anticipation of approval of Governing Body, MDA.

Table - 11

Budget on Community Development for the year 2005-06

S.N.	*Name of Scheme*	*Physical Target*	*Outlay (Rs. in lac)*
I.	*Personnel*		
(a)	Staff	48 Nos	25.80

(b)	Vehicle operating cost	42 Nos Motorcycles	4.20
(c)	Convergence Allowances	18 persons	0.90
	Total		30.90
2.	Training		
(a)	Book Writing	2100	2.10
(b)	SHG Trainings	9000	9.00
(c)	SHG & Federation Exposure	2000	12.00
(d)	MDA & NGO staff exposure	40	3.00
(e)	Community Resource Team Training	300	3.00
(f)	Community Workshop for Bankers	300	3.00
(g)	Convergence Training to SHG for women coop. Dairying	1500	1.50
	Total		31.10
3.	Community Projects		
(a)	Matching Grant	150	12.00
(b)	GDF	540	16.30
(c)	SHG Auditing	2000	4.00
(d)	Repair/ Main of	70	1.40
	Total		33.70
	7% overhead charges on 64.58 lacs		4.53
	Grand Total		100.23

Or Say Rs. 100.00 lacs

Table - 12

Budget for MSEDS for 2005-06 (for two blocks Punhana and Ferozepur Jhirka)

S.N.	*Name of Post*	*No. of Post/ Persons*	*Renumeration per month/per person /day (for 10 months)*	*Total Amount*
1.	*Personnel*			
(a)	Staff			
(1)	Project Coordination	1	8000/-	80,000/-
(2)	Block Coordinator	2	6500/-	1,30,000/-
(3)	Community Dev. Organizer	8	5000/-	4,00,000/-
(4)	Office Accountant	1	5000/-	50,000/-
(5)	SHG Accountant	2	5000/-	1,00,000/-

(6)	SHG Trainer	2	5000/-	1,00,000/-
(b)	Vehicle Operating Cost	14 Motorcycles	1000/-	1,40,000/-
(c)	Convergence Allowance	6 persons	500/	30,000/-
	Total			10,30,000/-
II.	*Training*			
(1)	Book Writing	800	100/- (75+25)	80,000/-
(2)	SHG Training	3000	100/- (75+25)	3,00,000/-
(3)	SHG & Federation Exposure	700	100/- (75+25) + fare	4,20,000/-
(4)	MDA & NGO Staff Exposure	14	Actual exp	1,00,000/-
(5)	Community Resource Team Training	100	100/- per day	1,00,000/-
(6)	Convergence Workshop of bankers	100	L/S	17,000/-
(7)	Convergence training to SHG for women Dairy Coops	600	100/- per day	60,000/-
	Total			10,77,000/-
III.	*Community Projects*			
(1)	Matching Grant	55	800/- per SHG	4,40,000/-
(2)	GDF	220	as per rating	6,75,000/-
(3)	SHG Auditing	750	200/- SHG	1,50,000/-
(4)	Repair/Maintenance of Dish Antenna	25	L/S	50,000/-
	Total			13,15,000/-
	Total (I+II+III)			34,22,000/-
	7% administrative cost on 23.92 lacs			1,67,000/-
	Grand Total			35,89,000/-

Table - 13

Budget for SPYM for 2005-06 (for two blocks-Nagina and Hathin)

S.N.	*Name of Post*	*No. of Post/Persons*	*Remuneration per month/per person/day (for 10 months)*	*Total Amount*
I.	*Personal*			
(a)	Staff			
(1)	Project Coordination	1	8000/-	80,000/-
(2)	Block Coordinator	2	6500/-	1,30,000/-

(3)	Community Dev. Organizer	8	5000/-	4,00,000/-
(4)	Office Accountant	1	5000/-	50,000/-
(5)	SHG Accountant	2	5000/-	1,00,000/-
(6)	SHG Trainer	2	5000/-	1,00,000/
(b)	Vehicle Operating Cost	14 Motorcycles	1000/-	1,40,000/-
(c)	Convergence Allowance	6 persons	500/-	30,000/-
	Total			10,30,000/-
II.	*Training*			
(1)	Book Writing	800	100/- (75+25)	80,000/-
(2)	SHG Training	3000	100/- (75+25)	3,00,000/-
(3)	SHG & Federation Exposure	700	100/- (75+25) + fare	4,20,000/-
(4)	MDA & NGO Staff Exposure	14	Actual exp	1,00,000/-
(5)	Community Resource Team Training	100	100/ per day	1,00,000/-
(6)	Convergence Workshop of bankers	100	L/S	17,000/-
(7)	Convergence training to SHG for women Dairy Coops	600	100/ per day	60,000/-
	Total			10,77,000/-
III	*Community Projects*			
(1)	Matching Grant	55	800/ per SHG	4,40,000/-
(2)	GDF	220	as per rating	6,75,000/-
(3)	SHG Auditing	750	200/ SHG	1,50,000/-
(4)	Repair/Maintenance of Dish Antenna	25	L/S	50,000/-
	Total			13,15,000/-
	Total (I+II+III)			34,22,000/-
	7% adminsitrative cost on 23.92 lacs			1,67,000/-
	Grand Total			35,89,000/-

Table - 14

Budget for Off Farm training (Food Processing)

S.N.	*Name of Scheme*	*Physical*	*Outlay (Rs. in lac)*
A	*Food Processing*		
1.	Equipment & Machinery (hired) for 3 batches of 3 month each in 6 block @ Rs. 12000/- per batch	Women	2,76,000/-

2.	Cost of Raw Material @ Rs. 8000/- per batch	Women	1,44,000/-
3.	Honorarium of trainer @ Rs. 5000/- p.m. for 9 months	Women	2,70,000/-
4.	Honorarium of Assistant Trainer @ Rs. 2500/- p.m. for 9 months	Person	1,35,000/-
5.	Rent of premises for training @ Rs. 1000/- p.m. for 9 months		60,000/-
6.	Stipend to trainees @ Rs. 300/- per head p.m. for 9 months		4,00,000/-
7.	Tool kits to trainees after course @ Rs. 200/- per head		90,000/-
8.	Contigency charges Rs. 5000/- per batch		90,000/-
	Total		14,10,000/-
	7% administrative cost		98,000/-
B.	*Office Management*		
1.	Salary of one Project Coordinator @ Rs. 8000/- p.m. for 10 months (Post Graduate)		80,000/-
2.	Salary of three Block Coordinator (Graduate) @ Rs. 6000/- p.m. for 10 months		1,80,000/-
3.	Salary of three Sales Coordinator (Graduate) @ Rs. 5000/- p.m. for 10 months		1,50,000/-
4.	Salary of One Assistant @ Rs. 3000/- p.m. for 10 months		30,000/-
5.	Rent for Project Office for 10 months @ Rs. 1500/- p.m.		15,000/-
6.	Travelling Allowance for 10 months for Block Coordinator & Sales Coordinator @ Rs. 500/- p.m. for 10 months		30,000/-
7.	Contingency Charges for 10 months		10,000/-
	Total		4,95,000/-
	Grand Total (A+B)		19,98,000/-
			Say Rs. 20,00,000/-

Table - 15

Pre School Education for Drop Outs (CDP)

S.N.	*Name of Scheme*	*Physical Target*	*Outlay for 2005-06*
	Child Development Centres		
1.	Salary of Supervisors @ Rs. 5000/- p.m. for 6 months Rs. 800/-+TA	6	2,08,000/-
2.	Salary of Teachers for 6 months @ Rs. 3500/- p.m.	30	6,30,000/-

3.	Salary of Helper for 6 months @ Rs. 1500/- p.m.	30	2,70,000/-
4.	Mid Day Meal @ Rs. 2/ per child per day (for 25 days in a month) for 6 months	1800 children	5,40,000/-
5.	Uniform @ Rs. 150/- child	1800	2,70,000/-
6.	Books @ Rs. 90/- child	1800	1,62,000/-
7.	Contingency @ Rs 750/- per centre	30 centres	22,500/-
	Total		21,02,500/
	7% Administrative cost		1,47,000/-
	Grand Total		22,49,500/-
			Say Rs. 22,50,000/-

9. *Mewat Development Agency*

The Mewat Development Agency is going to implement through line departments and NGOs various schemes like health, education, sports, agriculture, livestock, community development community works and industrial training etc. under On-Going schemes during the plan year 2005-06. The proposed outlay of Rs. 40.00 lacs under Management includes salary & wages of the MDA staff office running cost & other contingency & monitoring expenses.

The Mewat Area Development Project has since been closed on 31st March 2005, evaluation of the work undertaken under this project, requires to be assessed and evaluated. The Haryana Institute of public Administration, Gurgaon has been assigned the job which is likely to be completed during the first quarter of Plan Year 2005-06.

Consequent to the completion of MADP (Externally Aided Project), a report is required to be submitted to IFAD; Rome before June 2005. This job of Project Completion Report (PCR) has been assigned to an out side agency namely. EDA at Gurgaon.

The following budget provisions have been made for Management Cost.

(Rs. in lacs)

S N	Component / Scheme	Unit	Outlay
I	*Recurrent Costs*		
A	*Component Salaries & Wages*		
(i)	Chief Executive Officer	Staff	4.00
(ii)	Senior Officers	- do -	6.36
(iii)	Accountants/ Stat./ Asstt./ Dy. Supdt	- do -	5.16
(iv)	Other Clerical Staff	- do -	5.04
(v)	Drivers	- do -	2.88
(vi)	Peons/ Chowkidar	- do -	3.36
(vii)	Other Exp (TA, LS, PC&LTC) wages & CPF etc	L/S	3.32
	Total - A		30.12
B	*Office Running Costs*		
(i)	Misc	L/S	0.67
(ii)	Printing & Stationary	L/S	0.84
(iii)	Postage & Telegrams	L/S	0.48
(iv)	Telephone/ Fax	L/S	1.00
(v)	Rent	L/S	0.45
(vi)	Repairs & Maintenance	L/S	1.00
(vii)	Electricity & Water	L/S	0.72
	Total B		5.16
C	*Vehicle Operating Cost*		
(i)	Vehicle Repair	L/S	1.68
(ii)	Vehicle Running Costs	L/S	3.04
	Total - C		4.72
	Total (A+B+C)		40.00

Chapter - 3

STUDIES ON EDUCATION AND DEVELOPMENT

Before giving description of studies on Education and Development the authors considered it appropriate to begin with the description of an abstract of an outstanding paper of Jandvala B G Tilak (National Institute of Educational Planning and Administration, New Delhi) entitled "Post Elementary Education, Poverty and Development in India" This paper was presented in 8th UKFIET Oxford International Conference on 'Education and Development: Learning and Livelihoods' held at university of Oxford, Oxford, U K (13 15 September, 2005) In his abstract of this paper Jandvala B G Tilak says that "There is a general presumption among many policy makers that secondary and higher education is not necessary for economic growth and development On the other hand, it is literacy and primary education that is argued to be important Estimates on internal

rate of return also contributed to strengthening of such a presumption. Accordingly, secondary and higher education do not figure on the poverty reduction agenda of many poor countries and of the international aid organizations. Indian experience also testifies to all this. Secondary and more strikingly higher education has been subject to neglect by the government. Using most recent statistics, it is attempted here to show that the general presumption on the weak or negligible role of secondary and higher education in development is not valid and that post elementary education is important for reduction in poverty, in improving infant mortality and life expectancy, and for economic growth". There have been conducted a number of studies in order to see the impact of education on different aspects of human development. Those are reported as under:

2.1 Studies Conducted Abroad

Nash (1965) revealed that school has not been a radical agent of social change in Guetamala, is accounted for by two major factors : (i) Poverty of the community and nation keeping away many children from more than 3 years of schooling, (ii) the national government was hesitant about how to incorporate Indians into the political society of Guetamala. Thus schools were not seen nor used as catalysts of social change but were confined to transmission of elementary skills, some feelings of patriotism and some minor facts about history and geography. One strong index of the impact of school and factory on children was found in the occupational aspirations of school children. The generation difference of the effect of both eduction and political change were fairly and clearly marked. The older generation lost much influence, power and respect to the younger, more literate and less traditional members of the society, and this was all because of schooling. These findings were supported by Portes (1974). Regarding Burmese Society, author explored that education was highly valuable thing in their life, they wanted to make up a living, get along with relatives, earn respect and honour and

accumulate a store of Kutho (Merit), so that in the next life they may have a favourable rebirth. If education did not have implications or effect on these concerns, it did not catch interest of villagers.

Solomon (1965) revealed that in China, Socialistic eduction was one of the powerful weapon for transforming the old and building the new society ... combination of eduction with productive labour means a fight with the old traditions that have persisted for thousands of years.

Lerner (1966) on modernising the middle east, explained the role education has played. Literacy is the basic skill to underride the whole modernising sequence. Some effects of education in different countries of Middle East are discussed as follows.

In Lebnane people having received higher education preferred to go to U.S.A. and Europe and people with comparatively low education preferred to go to Latin America and Arab countries. Educated, thus, migrated for better job opportunities to other countries. He referred to the study conducted by Tannous (1939) that higher education made such misfits of rural youngsters that they lost contact with their rural community and environment and exercised little influence there. It was noted that 30 out of 212 villagers who had been educated above high school, were still living in the villages and all 30 were restive and unsatisfied. Again in 1950 the researcher revealed that education still weaned away some Young Lebnanes from their village culture. But now a days there are more rarely the independent youngmen, more often the dependent young women. Further it reads "older generation curses the 'younger generation' and 'world today' for the generational conflict. "It has been noted that as one descends the scale from educated and better off professionals to illiterate and impoverished farmers, the group also became more homogeneously rural and Muslim.

The group also make a close fit to our general typology of 'modern', 'transitional' and 'traditional'. George (1972) in his study on Lebnane's student found that superstitiousness decreases with increased eduction. Females were more superstitious than males.

In Syria those who came under the sample of 'modern ' were 86 percent men, 60 percent under 30 years of age, 42 per cent Christian as compared to 14 per cent Christian in the total sample. As elsewhere, Syrian christians were more educated, modern and belonged to higher socio-economic status than Sunni Muslim majority. These modern people lived with western life style in the manner of wealthy elite, their women went unveiled, those forced to live with peasants felt cut off from the civilized world. Educated were too ambitious and unable to adjust in the rural environment.

In Jordan the educated persons were found to be more enterprisers and liked to live in urban areas. An old illiterate Tinker (80 years old) was a man who looked backward, remaining close to farmer mentality (Beduin). The Tinker showed that the large gap must be crossed to reach the typical enterpriser's level of modernity.

With reference to Iran, it has been pointed out that educated tend to be more interactive than poorly educated people. The realtionship between high interaction and political extremism existed regardless of educational level.

Mead (1967) highlighted the role education has played in Micronesia. It has been revealed that many Mocronesians still regard the school not as an integrated part of their culture (which infact, has become), but as necessary only to train people to deal with outsiders.

Cook and Cook (1967), Baniel and Victor (1973), Jackson(1973) and Marlene(1974) revealed the relationship of education with beliefs and prejudice. It has been found that

declining religious faith and moral conviction were deeply associated with the higher education. The relationship between education and prejudice was also found to be negative. Education was supposed to reduce racial differences. But researchers in this field revealed that differences have not been eliminated altogether but reduced to a great extent with school education (Sear, John and Conhay, 1970).

Burnwisk (1970) examined the attitude of Blacks and Whites on outlook of life, international tolerance, attitude towards advocacy of voilence. In each of these areas differences were found because of age and education.

Bowles (1971) was of the view and rapid transformation of society in revolutionary Cuba essentially involved education. Education served four major objectives of revolution :(i) economic growth, (ii) escape from U.S.A.'s legemony, (iii) attainment of egalitarian society, (iv) transformation of work into creative activity for new social man.

Roger Thabault studied the impact of school in a village in France. He undertook to analyse the role of school in the social and economic development of this village, Mazieres -en-Gatine, which was a close community with a subsistence economy. The study was restricted to the 19th centrury and hostorically Thabault tried to show how the school came into being, how it developed and what was its influence. His conclusions, however were different from other studies. The influence of the school was a consequence of rather than an initiator of economic change. It was at all times dependent on the economic and social state of the commune and on the attitudes of mind of the people. It did not create the belief that it helped to spread : it was but the mirror which reflected and focussed this belief.

Fatherman(1971) revealed that the most important variable in explanning the differential socio-economic achievement of

the religio-ethnic sub-groups was education, after the variations due to the handicaps and benefits of social origin have been removed statistically.

Aso Amano (1972), Samshul(1975) revealed that education has brought about amazing change in Japan. The infusion of elementary education improved the quality of Japanese people, modernised their attitude and enabled them to participate successfully in modern economic activities. It was also revealed that simple literacy had increased the productivity of labour by 30 per cent. The productivity of persons having had 4 years schooling exceeded that of illiterate persons by 43 percent, with higher secondary education it exceeded 108 per cent and with higher education by 300 per cent. Psachropoulos (1977) confirmed these studies in U.K.

With regard to effects of education upon various social institutions, the results have indicated modernising trends.

Havigharst (1972) revealed that educated preferred small family size and nuclear families. Among women too the preference for family size was related to the level of education. Timothy (1972) revealed that regarding abortion, religion and education were strongest explainatory variables, however they have opposite effects. Eduction increased tolerance while faith in religion decreased this tolerance. Helana (1973) found that as a result of higher education, women were more likely to experience and undertake identity reformation in marriage and widow-hood.

Among the studies done in foreign countries, one of the latest and the most important was the study conducted by Inkeles and Smith in 1974. In their study "Becoming Modern", they have tried to identify the process whereby people shifted from the traditionalism that restrained progress to the individual modernity that will help their state " move into the twentieth century". Their research was based on a sample of 6000 men in Argentina, Chile,

India, Israel, Nigeria and Bangladesh. The sample included peasants, industrial workers and persons in more traditional pursuits in towns. These people were selected to represent ethnic, religious, regional, residential and other social classifications.

Inkeles and Smith tried to find out the outstanding characteristics of "modern men". They found that psychological modernity was a distinct syndrome complex, multifaceted and multidimensional. They also found that the personal qualities which defined a man as modern were remarkably alike in all the countries and cultures studied.

The authors developed several attitude scales called OM scales to measure individual modernity cross-culturally so as to be able to explain what makes man modern. Their results indicated that under the right circumstances and man may become modern even after he has passed his adolescence.

In addition to observing the effect of the explanatory variables grouped as early and late socialization influences, the authors, wanted to know how the main variables performed independently, in their own right. In all six countries education emerged as unmistakably the most powerful force in shaping a man's modernity score. Occupational experience and mass media exposure shared the second rank more or less equally. Inkles has reported that "one must be struck by the exceptional stability with which variables such as education, factory experience, and urbanism maintain the absolute and relative strength of their impact on individual modernization despite the great variation in the culture of men undergoing the experience and in the levels of development characterizing the countries in which they live."

Another significant discussion of current interest on the relationship between education and development is about the rate of returns from different levels of education to development. A number of studies on the rates of private and social return from educational levels have been reported. Though the earlier

studies focussed on the private benefits in terms of higher individual income, economists of late, recognized the social benefits from eduction. As Schultz (1974) puts it, :In accounting for the benefits from education, it is not sufficient to look only at the higher earnings associated with more education. There are many social benefits too..."

The social benefits from education lie in providing an overall perspective of the details of development and the attitudes for consequent action. Such a perspective is highly necessary for people in developing countries. "Perhaps the most important aspect of the external benefits of education lies in the change in the social and cultural milieu incident to the widening of horizons which education entails. As has been pointed out many times , such a change is essential condition of success for many developing nations." The development and diffusion of a socially sensitive populace should be considered as an achievement for any educational system. This effect that education brings about has been described variously as the 'diffusion' filtration, or 'neighbourhood' effect.

The available evidence on the social rates of return from different level of education are not supporting each other. Pacharopoulos, G and K. Hincheliffe (1975) in their study of 'Returns to Education' concluded that beginning with the marginal social rates of return, the first year of elementary schooling generally yield the highest returns, additional years of education yielding progressively lower rates of return." However, though the evidence on the value of education in the development process is conclusive and positive still available evidence on the returns form different levels of education is still incomplete and the debate unfinished.

Participation in various social, political, cultural and educative activities is correlated with the level of education and type of education. Groffimann, Karl, Schimilke, Forthenback and Knirsch (1976) found that unconventional students were more

participative than standard diploma holders. Delecki (1976) revealed that retirees with higher level of formal education were more participative. Participation of women in public programmes in directly related with their age, income and education (Cotherman 1977). Similar findings have been reported by Russel(1963), Laymann and Segal (1971), Helena (1974), Hirotoda (1978).

Does a better educated person performs a job better than lesser educated person, produce more in the same unit of time, produce better goods in the same unit of time, or respond more creativity to new technological demands? The evidence is scattered and varied, although recently a number of comprehensive reviews surveying much of available evidence on the link between educational level and aquacultural productivity, modern sector productivity, and urban traditional - sector productivity have been published (Berry 1980, Colclough 1980; Lockheed et.al. 1980; Hallak and Caillods 1981).

The review of farmer education and farm efficiency by Lockheed et.al. (1980) provides a very comprehensive synthesis of the available literature. The authors analyzed 31 sets of data from Africa, Asia, Europe, and Latin America. They examined the relationship between number of years spent in formal education and agricultural productivity, measure either by crop yield or cop yield value. Twenty five demonstrated a positive relationship between education and agricultural productivity and six demonstrated a negative relation. The authors estimated a meaning in output for 4 years of primary education of 7.4 per cen t i.e. just under 2 per cent / year of education.

These findings represent an important step forward in understanding the role of education in promoting productivity. What they suggest is that there is an interaction between education and factors such as the availability of new crop varieties fertilizers, exposure to extension services etc. The realtionship of education to productivity is strong and positive only when

certain levels of these other factors are present. When absent, the relationship between education and productivity changes.

An interesting extension to this relationship between educational level and agricultural productivity is provided by studies of agricultural productivity and education in Philippines by Halim (1976) and in Mexico by Bautista villages (1981). Halim found that the more educated not only seemed to produce more from a hectare of land but also made larger in off farm activities. Bautista villages on the other hand found that although farmers with 6 years or more primary schooling did not produce more per hectare, their off farm incomes, were again greater.

Khatun, (1986) carried out a study on Education and Modernisation of two villages of Bangladesh. The main objectives of the study were :(i) to present the data on the spared and expansion of education in Bangladesh, (ii) to examine the role of education as an agent of modernisation, (iii) to explore the influence of education on the rural social structure, that is, on the institutions, group forms of organisation, social stratification, social relationships and behaviour patterns, and (iv) to examine the effect of education on psycho-social modernity.

The study was conducted by applying a descriptive and comparative method to investigate and compare the differences between two villages of Bangladesh. The sample constituted the educated and uneducated households, heads of villages and also school-going and non-school going adolescents (age group 13-18 years) of the villages. In this way, 300 households and their heads from one village and 127 household and their heads from another village formed the sample of the study this included 150 educated and 150 uneducated people and 100 students and 50 non-school going asolescents. Sharma's (1979) Attitudinal Modernity scale was used to collect the data along with an interview schedule.

The findings of the study were : (i) Education affected modernity. The difference was found to be statistically significant

in case of attitudes, beliefs and behaviour pattern of educated people as compared with those of uneducated people, (ii) The school-going respondents were found significantly more modern than the school-going respondents in the rural setting, (iii) The opinion on the choice of family type between educated and uneducated respondents showed no association with modernity in the sample (iv) High association was noticed between the level of education and the family type of respondents, (v) The lower the level of education, the higher the trend towards a joint family system, (vi) In both villages, a large percentage of uneducated people held a favourable opinion towards a high fertility rate, (vii) Educated people held a more modern outlook than the uneducated on the aspect of fertility, (viii) Education upto secondary stage significantly influenced student modernity, (ix) Extra-curricular activities, especially the academic among them and cultural categories had a potential for inculcating higher levels of modernity among the students, (x) Education seemed to have greater effect on universalistic achievement and scientific orientation, (xi) Education was found less conducive to the growth of secular and civic orientations.

2.2 Studies Conducted in India

There are several researches describing the role of eduction in society and its impact thereupon. These studies reveal that education has brought about amazing change in psychological, economic, and political spheres of rural society. But there are few research findings which show that education has done tremendous damage to social living. Still there are researches which maintain that education is silent over the process of social change.

Kothari Commission (1964-66) observed that "the way education functions in India promotes divisive tendencies, favouring rich at the cost of poor". Faure Report (1976) of UNESCO considered the problem in detail and admitted that "education necessarily reproduce and even exacerbates and

perpetuates the vices inherent in our society." It further said that "in our view there is close relation-simultaneous and delayed - between changes in the socio-economic environment and structure and forms of action of education." Saiyedain has put the things more beautifully describing education as maiden servant to social change. Lewin (1974), verstraetran (1975), Upreti (1975), Prem Kirpal (1977) have maintained that education has helped in increasing the social distances. Lewin (1974) has argued that although most contemporary societies view education as most powerful tool of social change, school will always be used to produce society rather than to modify it. Verstraetran (1975) concluded that "education only helps to maintain even widen the gap between the rich and the poor; the oppressor and the oppressed." Similar finding has been reported by Upreti (1975) sketching the role played by education in society since 1917. He observed that education helped in elite formation, but, at the same time formed a group of sub elites within the particular caste. He revealed that "no doubt education has made many a breaches in historical order of things but it has widened the cleavage between sub-elite groups and general masses within castes and between castes."

There are many more studies showing the impact of education on rural communities. Chatterjee and Ghosh (1959) studied the impact of education on rural communities of Allahabad district. Ambasht (1966) surveryed the existing system of education and its impact upon tribals of Ranchi district. Bhatnagar (1969) studied the impact of education on some Punjab village structure. Naik (1969) studied the impact of education upon Bhils of M.P. Srivastava (1969) studied the impact of education on attitudes of different groups of students of Varanasi. Lakra(1976) studied the impact of education on tribals. These studies in common showed that changes due to education are marked very slow. Changes in tribal communities have been found at faster rate than changes in non-tribal communities. Likewise, changes in physical culture i.e. in dress, hair-style, use

of modern amenities, etc. have been found more remarkable than changes in values and ethnic patterns,. It has also been revealed by these studies that education has made a headway towards women's education and education of girls. The changes towards several social institutions have also been highlighted.

In National Literacy Mission document, it has been emphasized that literacy affects the different aspects of human resources development as researches and experiences have proved that literate/educated parents send their children to schools and there is only a limited possibility of dropping out of their children before they complete primary education.

About 40 per cent of girls in the age group 6-11 rural areas still out of schools whereas in case of urban girls the figures are 24 per cent. The figure for rural boys is 13 per cent. The NPE-1986 has emphasized retention as well as achievement of children at the primary level instead of the enrolment. There has been problem of drop-out at primary stage especially amongst girls. For every hundred rural girls enrolled in class I there remains only 40 when they reach in class V, the figures come down to 18 to class VIII and in class XII, the strength is merelay one per cent of the class.

In these identifications of the causes for drop-outs most of the studies point out an accusing finger towards the umbrella term called socio-economic backwardness. On a closer examination we find that three broad factors arise from socio-economic backwardness and they induce premature leaving of school. These broad factors are low income and status of family, indifferent attitude of such parents towards education and the necessity of keeping children engaged in domestic work or employment outside home. The rate of dropout or indifference to school is high among families of backward classes, S.C., S.T., wage earners and manual labourers, especially because their status is low (Bombay Municipal Corporation 1956, Lal 1968, and Nair 1980, Nathsala 1981, Shrigopikar 1983).

Another study to assess the role of education in social change (1968) was made by E.E. Sullivan. He tried to compare four secondary teacher training colleges in India with reference to their roles in a changing society to determine whether their present programmes contributed to the remoulding of traditional values, beliefs and practices or promote the established social order. He prepared a questionnaire to assess the attitudes of pupil teachers towards four indices of change i.e. family organisation, marriage practices, work practices and religious values. His research showed that the influence of the colleges on student's attitudes, though it cannot be entirely discounted, was very small. Whatever changes in beliefs were seen, were only indirectly connected with the college and were largely unplanned and incidental to the programme of the school. The reason seemed to be that the colleges were patterned on a system of eduction evolved in the western society and had not been altered until recent times. He suggested that the pattern of education should change keeping in mind the cultural setting in which the system is to function. The attitudes, values and beliefs of the population must be considered in terms of their relationship to development plans.

T.B. Naik also studied the impact of education on the tribal life of Madhya Pradesh (1969). The task was to see the changes brought about by educational development in fifteen Bhil villages of Madhya Pradesh. The field of study was limited to 4 areas - marriage; family and kinship; village community; and leadership. An attempt was made to assess the change brought about in these four aspects. An opinion survey was conducted to collect the data. Mr. Naik concluded that education is no doubt introducing change but the process is very slow. The changes are reflected in the modes of living, dress, economy and some customs. But changes in social values and ethical codes are hard to find.

G.S. Bhatnagar took up a research study to analyses the impact of education on the social structure of village communities in three selected villages of Punjab (1972). Dr. Bhatnagar hypothesized that education was likely to bring changes in the attitudes of the people from traditional to modern; that education may help people to forgo some traditional roles and to take up new ones; that eduction was likely to change practices regrading marriage and caste etc. The data was collected by interviewing 272 adult male members of the three villages.

The findings of Dr. Bhatnagar's research showed that educated ruralities had a relatively more modern attitude than the uneducated ones. However, these attitudes were not consistent. These people had modern attitudes in the case of some variables and traditional attitudes regarding others. He found that the educated people did not favour elaborate marriage rituals. They also denounced dowry system and child marriage. They participated less in the religious activities and with them traditional barriers of caste system were becoming less rigid.

Raju, K.N.'s study 'The influence of Education on Farm Efficiency (1975), revealed that the educated farmers used 4.7 kg. NPK fertilizers, 102 Man-days of human labour, and 2.2 tractor hours per acre whereas the illiterate farmers used 35.7 kg. of NPK fertilizers, eighty eight man-days of human labour , and 0.8 tractor hours per acre. The study also showed that the educated farmers having holdings of the same size were found to be slightly better than the illiterate farmers as far as the productivity of inputs was concerned.

D.K. Aich's study 'Development of Education in Bengal and its social impact' (1976), found that Modern Bengal came into existence in the Nineteenth century and the western education played a substantial part in building modern Bengal. The most striking feature was the growth of women's education. The Brahmos and the missionaries did a lot for its expansion and improvement.

Lakra (1976) carried out a study on impact of education on the tribals of Ranchi District. The main objective of the study was to investigate into the damages that had occured due to education in the tribal people, specially in their socio-economic and political spheres.

Before the advent of the missionaries, the tribals groaned under the grinding heels of poverty. The Christian missionaries did some laudable efforts to spread education among the tribals and protected them from the clutches of money lenders. The study revealed that education brought threefold benefits viz., they got their lands back, got emancipation form forced labour and had their self-respect reinforced. The study further revealed that the standard of living rose with the level of education, but the economic status did not rise proportionately. Education made them free from poverty, ignorance, social taboos and superstitions. Even though the tribals went upto high school only, their was a change in their outlook of life. They picked up clean habits about food, shelter, dress and the habits of discipline, thrift, hardwork etc. Gradually the tribals became education conscious and sent their children to schools. The intelligential among the tribals were highly qualified in the fields of arts, science, medicine, technology, agriculture, law etc. The less educated youth were gradually becoming delinquents because of various unwanted situations. The primarily agriculturist tribals were gradually migrating to cities, neglecting agriculture, tribal handicraft and traditional mode of living.

A study was carried out by Indu Kumari, (1976) on education and social status of Muslim women in Kerla. The study aimed to find out whether education played a significant role in raising the social status of Muslim women. The study was based on the hypothesis : (i) Education had contributed to the improvement of the social status of Muslim women. (ii) Several socio-structural and institutional factors in the Muslim community had retarded the progress of education among women.

Lack of conformity between traditional and modern feminine roles, the practice of seclusion and early marriage, the absence of socially defined occupational roles, the low level of aspiration among women caused by seclusion and lack of education and subordinate role assigned to Muslim women traditionally , were investigated as social- structural and institutional factors. The data for the study was collected by the researcher from documentary evidence form published materials, information obtained through interviews with Muslim men and women and religious leaders and field notes. An interview schedule was prepared to obtain the relevant information on status indicators, attitudes and practices. 456 Muslim women and 150 Muslim men were drawn on the basis of simple random method, constituted the sample. Coefficients of contingency were calculated and the chi-square test was applied wherever relevant.

The main findings of the study were : (i) The number of women who had undergone education beyond secondary school, who had entered or wished to enter into an occupation was found to form a vary small proportion, (ii) the social-structural and institutional variables were all found to prevent Muslim women from obtaining higher education. Compulsory religious education and early marriage were seen to delay or prevent their entry into formal educational system and also to cause drop-outs, (iii) the vicious circle formed by lack of education confining women to roles within the home, which in turn lowered the educational aspiration of women as well as their interest in roles outside the home, was established by the study.

Tribhuvan (1977) carried out a study on educated scheduled caste women in an urban-setting. The main objectives of the study were : (i) to understand the role of education in bringing about the desired changes to help the educated scheduled caste women in their upward movement, and (ii) to know the acceptance of the educated scheduled caste women by the wider society on the basis of equality of opportunity. The additional points in the

study related to their education, employment and marriage. There were twenty-six specific hypotheses relating to the background variables like family, economic status, parents' attitude etc., to the performance, attitudes and behaviour of the educated scheduled caste women.

The educated scheduled caste women taken in the study belonged to the 'Mahar', 'Mang' and 'Chambhar' castes. They had passe the secondary school examination and were either studying in college or were earning and learning , or were in full employment. The sample included 200 cases form Poona city. To collect the data, an interview schedule was used. The questions were mostly related to biographical information, family background, education, family members and community members, friends, employment and marriage. The analysis consisted of frequency tables and percentages and their simple comparisons.

The main findings were : (i) due to higher education, the scheduled caste women achieved a high status which was unknown in their family and community. Ninety percent of the respondents felt that education made them realise that they should change their way of life. A considerable percentage of the respondents expressed disliking for the traditional habits and customs. The respondents reported that education was helpful in reducing the caste barriers and therefore the scheduled caste women would easily adjust themselves to higher class people. Thus it was due to education that the scheduled caste members had been accepted atleast in the urban society, at pay with the members of the higher classes, (ii) with the opportunities for education, the scheduled caste women had emerged as a minority class struggling to secure new jobs that would enable them to raise their status. At first the educated scheduled caste women entered the world of employment as strangers or outsiders. However, it could be seen that the traditional outlook particularly towards the educated scheduled caste women taking up various

jobs had undergone considerable change, and the attitude of the higher caste colleagues was found to be satisfactory, (iii) the education of scheduled caste women had resulted in bringing about profound changes in their attitude towards marriage. The educated scheduled caste women believed in having their marriage arranged with their consent. Although they did not seem to reject outright all the traditional customs, they followed them only to a limit. Due to the contact with their higher castes, the custom of dowry had been introduced among the educated scheduled caste people which the educated scheduled caste women disapproved of. This had created new problems. Because of education, the educated scheduled caste woman felt that she had attained a status in her family which was not at all regcongnized in the past .

Mishra (1978) in his study ' Impact of education on fertility in Allahabad City' attempted to explore direct and indirect effects of education on fertility. It was also decided to study the current fertility, complete size of the family and current family size, child - woman ratio, children born in the last one year and average interval between birth of children with regard to different educational standards. It also aimed at investigating how education affected the other determinants of fertility as well as the attitude towards family limitation.

The study revealed that education could be taken as one of the most important determinants of fertility. Illiterate males and illiterate wives had the highest number of children ever born. The number of children ever born decreased with the increase in the educational status of males and females. The complete family size decreased with the increase in the educational status of husbands and wives. Illiterate males had the highest average current family size of 5.393. A clear negative relationship was found between the educational status of wives and the child-women ratio. Illiterate males had the lowest interval of 1.8 years between the effective marriage and the first birth and the technical

degree holder males had the highest average interval of 3.56 years. The average interval increased with the increase in educational status of husbands. With in the same income group, the family size decreased with the increase in the educational status of males. Within the same occupation, the family size decreased with the increase in the educational standard of males. Belief in and knowledge of family planning increased with the increase in the educational status of husband. The use of family planning increased with the increase in the educational status of husbands.

Singh, J. (1978) carried out a study 'Impact of education on vertical Social Mobility as measured by Income, Occupation and Social Status'. The objectives of the study were : (i) to study the impact of education on inter-generational vertical social mobility through income, occupation, and social status, as measures of mobility. (ii) to study the relationship between education, parental aspirations, job satisfaction and social mobility.

The study revealed that the educational level of the old and new generations was positively and significantly related to the income, occupational prestige, SES, Job satisfaction and parental aspirations. The study further revealed that the vertical social mobility consistently decreased with the increase in the educational level.

Singh, S.G. (1978) in his study 'Impact of Modern Education in Manipur' - a case study of Two Meitei villages revealed that in many social variables the educated persons possessed more modern attitudes than the less educated and illiterate persons. A large number of educated persons were in favour of giving freedom to the individuals in the selection of their life partners. Educated boys and girls not married at a later age as compared with the illiterate and less educated groups. Education influenced and changed a number of traditional practices. There was a

positive change in the structure of expectation with reference to the ethnic endogamy among the educated people, occupational and social mobility, social structure, traditional community life, social order, attitude, behaviour, family, village community, religion and values etc. There was a great and significantly positive impact of education on various aspects of the life of village people. Education was looked upon by both the educated and the illiterate persons as the path to all-round progress, self-improvement and autonomy.

Pandey, P.N. (1979) in his study 'Education and social Mobility among scheduled castes' found that the growth of modern education and the changing socio-economic status among the scheduled castes were closely related to each other. Among the educated there was strong reluctance to traditional social status and occupational structure. Education, protective discrimination and democratic secularism were very helpful. The emergence of high men of the scheduled caste in government jobs of prestige and power was another adaptive change. The highly educated and those who had an elevated social standing formed an exclusive group to move upward by seeking marital relations among the upper castes and from contacts with the elite sections of the society.

Jayaswal (1980) conducted a study 'Modernization of educated youth' with the following objectives : (i) to study the extent to which contemporary Indian educated youth were oriented to their internal and external social system, (ii) to find out the extent to which they were conscious of societal changes and transformations due to modernization of India Society, (iii) to assess whether they were self countered or their horizons had widened to the whole nation and the world, (iv) to study whether they were adaptable in their personalities appropriate to modern life or not, and (v) to study the magnitude of their proneness to respond to the cost of the modernity and the demands of a modernising society.

The findings of the study were : (i) The cosmpoliteness scores of the sample indicated that more than 68 per cent were cosmopolites, (ii) the mean and values for empathy were higher than mean and median values for fatalism, (iii) the Chi-square analysis suggested that the cosmopoliteness was reinforced by empathic personality whereas a fatalistic personality was an obstruction in its development, (iv) the sample population found to be active was 56.6 per cent, (v) maintenance of the discrepancy between the principle and practice of modernity was more wide-spread in the sample population belonging to educated families, youngmen, the unmarried members of nuclear families, Sikhs, and Muslims, lower castes, and youth from lower socio-economic status backgrounds as compared to the sample population of rural, educated male, teenager and young adults, members of joint families, Hindu, Jains and Christians, upper castes and those from higher and middle socio-economic status backgrounds, (vi) urban, female, and Muslim community youth were more cosmopolite and active than rural, male and youth belonging to other religious communities, (vii) the teenagers were more cosmopolite but the young adults tended to show more active inclinations, (viii) the unmarried members of nuclear families, and those to upper socio-economic status were less active than the married members of joint families and lower socio-economic status background sample, (ix) lower caste youth the were less cosmopolite than upper caste youth and tended to express less activism, (x) a positive correlation was found between cosmopoliteness and activism.

Sudhir and Lalrinkini, (1980) explored the moderinizing influence of education on selected social attitudes of members of the Mizo community of North Eastern India. Social attitudes towards religion, marriage, family, status of women in society and education were measured by administering the mizeversion of the modernity attitude scale of Likert type, 80 items 5 point forcing scale to a sample of 400 adults with varying SE and

educational backgrounds. Subgroups based on Rs.'level of education showed statistically significant differences in attitude towards family and education and in over all modernity attitude scale scores. The educational subgroups failed however top discrimination among attitude towards religion, marriage and status of women in society. Personal factors -education, parental education, occupation and age reveal considerable influence on individual modernity in attitudes. Mizo women were found to be posses relatively higher level of modernity than their male counterparts. Media exposure, orientation and religious orientation appeared as significant modernizing socio-cultural factors.

Aggarwal, M. (1980) carried out a study on the impact of education on social and cultural modernization of Hindu and Muslim women. The major objective of the study was to analyses the extent to which education had been successful in inducing a change attitudes of Hindu and Muslim women towards social institutions, practices and traditions like marriage, family, women's status, education, religion and caste.

The findings of the study were : (i) Education played a very important role in changing the attitudes of women to various social practices and traditions, (ii) religion influenced the attitude to a great extent. Muslim women emerged as being more conservative than Hindu women, (iii) the chi-square analysis indicated that in certain areas the educated women exhibited modern views whereas in others they were as traditional as their uneducated counterparts, (iv) women belonging to nuclear families were more modern than those belonging to joint families in the case of Hindus whereas no difference was indicated between the two groups in the case of Muslim women, (v) educational status of fathers / husbands did not influence the modernity level of Indian women. However, it was concluded that traditions had a very strong pull among both Hindu and Muslim women.

Ahmad, N (1980) conducted a study entitled 'Educational opportunities and socio-economic changes among the Muslim Backward Classes, non Muslim Backward Classes and Scheduled Castes of Faizabad district during the post-independence period : a comparative study' . The objective of the study was to find out the impact of education on attitudes towards certain social institutions, occupations, income, adoption of family planning, children's education, leisure time activities and friendship patterns among Muslim backward classes, non-Muslim backward classes and scheduled castes.

The study revealed that Education exerted a favourable influence in changing the attitudes of both the rural and urban respondents of the three communities towards social institutions like family, religion, marriage, caste, education, status of women and family planning. There was a positive correlation between educational status and education and income of the three communities, and was highest for scheduled castes. Educational status helped in the development of the bonds of friendship transcending the barrier of caste and colour.

Modi, B. M. (1981) in his study 'Influence of Education on Socio-economic Status' prepared a list of determinants of socio-economic status. The socio-economic status was determined by educational qualifications, monthly income, administrative authority, residential accommodation, house-rent, possession of vehicles, cost of furniture, cost of electrical appliances and possession of telephone and refrigerator. The main findings of the study were : (i) The status enjoyed by a person depended on his educational level, (ii) the study of education and landholdings showed that the quantity of landholdings had no relation with the socio-economic status of the person, (iii) those who were educated did not give importance to age but thought education to be determining the social status, (iv) those who were illiterate in the general population thought that their status in the family was determined by the age, but their status in the caste and locality was determined by their economic condition.

Pant, S.C. (1981) in his study 'Impact of Education on the Attitudes, Beliefs and Behaviour of Muria School going children of Baster', revealed that as compared to the literates, a very high proportion of illiterates never visited a city, met the people, listened to the radio or saw a movie, instead a large number of illiterates went to the village fair Among the illiterates, 76 per cent expressed their preference for obeying the orders of their fathers whereas only 5 per cent among literates expressed the same view. Of the illiterates 88 per cent felt the need for permission of their father in whatever they did whereas only 20 per cent of literates felt so.

Prajapati (1982) undertook a study on impact of education on social, economic and political changes among scheduled castes. The study aimed at assessing the social consequences of education among the scheduled castes. Fifty eight students and twenty three teachers cosntituted the sample Considering various aspects of socio-political and economic life of the scheduled castes, an interview schedule was made. The findings of the study were : Education had not been able to loosen the caste ties and they were in favour of continuance of the caste system. The reason for such a feeling among the S.Cs was the advantage they were getting from the reservation policy. Although they had been leaning towards inter-caste marriage, they were not willing to marry their girls to Hindu caste boys. Their common drink like 'today' and other intoxicants were becoming unpopular with the educated members of the S.Cs. After independence and with the spread of education, they had grown politically. However, educated youths had started accepting dowry. They were quite favourable to the mass literacy programme. They preferred to set-up cottage industries. However, they had a feeling that they were exploited by officials and politicians. The fellow illiterate villagers were ill-treated They preferred high salary jobs irrespective of power, status and respectability. Thus they regarded economic advantages as more important than others. The study revealed professional mobility among the educated

scheduled caste youths. This was a post - independence achievement and had become possible through education. The pattern of expenditure showed that they were still living in financial hardship. However, despite the various measures taken by the government they had not been able to gain in social status in the rural areas.

Singh, R. (1982) in his study 'Impact of Education on social change among tribals of Ranchi' found that significant differences were found in areas like occupation, housing pattern, child rearing practice, family income, health habits, use of dress, luxury, hobbies and recreation, economic planning, participation in political activities, alcoholism, and use of physical punishment among the various groups, with various levels of education. The educated tribals had changed their way of living, thinking and doing. They had gained consciousness towards modernization and westernization. Thus education had proved to be an instrument of social change among the tribals.

Upadhhyay, G.C. carried out a study on effect of education upon socio-psychological pattern of rural life of Kumaun region. The major objectives of the study were to find out :(i) The extent to which the attitudes of village people were transferred from the traditional to the modern, (ii) the extent of change in the social elements of village communities which had taken place because of the influences of education, and (ii) the extent to which the shifting of roles had taken place.

The results of study revealed change in many areas of social life, viz. marriage, caste, leadership, etc. But there were some socio-psychological characteristics of rural life, where education was not very effective, viz. family living, religion, etc. These findings indicated the direction in which rural society was advancing as a result of exposure to education.

A study on education as an agent of social change was carried out by Islam (1983). The study aimed at the following objectives : (i) to find out how far education was helping villagers to shift to modern

and change oriented attitudes, values, roles and status, (ii) to study how far education was influencing villages to come out of superstitious beliefs and practices, (iii) to find out how far education was helping villagers to have a change in family affairs, (iv) to study the views of villagers regarding educational affairs, (v) to find out what influence education exerted upon religious affairs in the village community, (vi) to find out how far education had an impact on occupational aspects, (vii) to find out how far education was helping in bringing changes in social hierarchy and social mobility in villages, and (viii) to find out what part education played in the civic, political and rural development programmes in villages.

The researcher selected 319 respondents on the basis of their educational qualification by the systematic random sampling procedure. 166 literates and 153 illiterates, 167 males and 152 females from Bangladesh were included in the sample.

The study revealed that : (i) there was a positive association between education and modernity. Males were more modern than females. Low age respondents were more modern than high age ones. Non agricultural respondents were more modern than agricultural ones. High income respondents were modern than low income ones, (ii) a negative association was found between education and superstition,. Literates were less superstitious than high age literates. The non-agricultural literates were less superstitious than high age literates. Also the high income literates were less superstitious than the low income literates (iii) there was a positive association between education and a change in family and marriage affairs. Literates were more change oriented than illiterates. Income and change orientedness were positively related, (iv) there was a positive association between a change in religiosity and education. Literates were more change oriented in religious affairs than illiterates, (v) there was a positive association between education and change in occupational affairs. Literates were more change oriented in religion as compared to

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the occupational matters than illiterates, (vi) there was a positive association between education and a change in hierachy and mobility in the villages under study. Literates were more change oriented than illiterates in this regard, (vii) there was a positive association between education and participation in politics, civic and rural development works. Literates were more participating than illiterates, (viii) on the whole, educated persons had more children attributes, were less superstitious and were change oriented, rational and more participating, irrespective of their sex, age, occupation and income.

Sharma, G.D. (1983) carried out a study of the relationship between educational level, social status, attitudes and family size of middle aged parents to achieve the following objectives :(i) to investigate the relationship between the educational level of the husband and his family size, (ii) to find out the relationship between the social status and the family size, (iii) to analyse the attitudes of parents with different educational status towards the small family size norm and population education.

The study revealed that the educational level of husbands was found to be negatively correlated with the family size. Husbands belonging to the higher socio-economic status were found having families of smaller size than those of the husbands belonging to the lower socio economic status. The attitude of matriculates, graduates, and highly qualified persons as compared to that of middle pass individuals separately and the attitude of graduates and highly qualified individuals as compared to that of matriculates and middle pass individuals in separate groups was found to be more favourable for the introduction of population education in the curriculum. Education acted as a contraceptive by itself and all round efforts should be made for its expansion and the contents of population education should be included in the school curriculum.

Jindal (1984) studied Schooling and Modernity. The objectives of the study were (i) to examine the modernizing effects of school education on the rural setting, (ii) to determine the contribution of education towards the promotion of the dimensions of modernity, (iii) to explore the modernizing effects of an urban school in comparison with a rural school, (iv) to examine the role of urban schooling in promotion to the dimensions of modernity, (v) to determine the contribution of select components of a high ranking school towards student modernity, and (vi) to evaluate the independent impact of the level of education in the high ranking school on student modernity partialing out the effect and other variables.

The findings of the study were : (i) the school-going male adolescents were significantly more modern than the non school going boys in rural area, (ii) the urban residents were more modernized than their counterparts, (iii) the students of high ranking urban schools were more modernized than their counterparts from low ranking urban schools (iv) the level of education was positively related to student modernity in all the three sample schools, (v) the correlation between the level of education and student modernity was independent of the intervening variables, such as sex, age domicile, socio economic status, urban experience etc. (vi) education was good promoter of universalistic and civic dimensions, where it was not as conducive to the development of a secular and independent orientation among students, (vii) a significant positive relationship was established between the students' academic performance and their modernity scores, (viii) the school organisational climate was associated with modernity to a high extent. Sex, father's income and parents' English medium schooling were found to be significantly related to students modernity.

Sabnis and Mahurkar, (1985) conducted a study to find out the relationship between Education and social status of scheduled caste students in Beed District. The major objectives of the study

were : (i) to study whether or not the social status of scheduled caste men and women had improved as a result of graduation, and (ii) to study whether or not the attitude of scheduled caste men and women towards self had changed as a result of education.

The major findings were : (i) the economic condition of graduates had improved as a results of education, (ii) they have changed their attitude towards caste system and blind beliefs, (iii) social status also changed due to education. It was only men who got invitations for social programmes.

Sinha (1985) undertook a study on Girl students in Bhagalpur: A study of their attitude towards family life, marriage and career. The main objective of the study was to unravel the attitudes of educated women and college girls towards marriage, family and life and career. The researcher's main concern was to find out the changes which had taken place or are occurring in the attitudes of college girls as a consequence of their exposure to education and in turn their attitudes to others. 210 college girl students of graduate and post-graduate classes in different colleges and faculties of Bhagalpur university drawn by adopting the stratified random sampling technique constituted the sample of the study. Data was collected through structured questionnaire, informal interviews and case studies.

The main findings of the study were : (i) education among women had initiated condusive elements of attitudinal change and thus their attitudes had changed moderately, towards family life, marital union and carry in which they were active and vital participants, (ii) there was a need of cultivation of self-reliance and independence among educated women, (iii) they held favourable attitudes to new systems and thus supported change in the pattern of family, marriage, and career. They rather desired and approved of redefinition of man's and woman's roles, rights and status in such sphere of societal living.

Santha (1986) conducted a study on changing role of women in Indian society and its implications on education. The major objectives of the research work were to study :(i) the status of Indian women in its historical perspective, (ii) the changing role of Indian women in economic, social, cultural, religious, political and educational spheres, (iii) the opinion of men about the changing role of women, and (iv) the educational implications of the changing role of Indian women.

The sample of the study consisted of 1050 women and 100 chosen from different walks of life .

The main findings were : (i) women had a more positive attitude towards their own role in the cultural spheres than men, (ii) men and women in Indian society had similar attitude towards women's role in the religious sphere, (iii) men had a more positive attitude towards the role of women in the economic, political and social spheres than women. Women had a more positive attitude towards their role in the educational field than men, (iv) women did not differ in their attitude irrespective of their age and attitude in the economic sphere, (v) in the social sphere, women graduates had a more significantly positive attitude than women non-graduates, (vi) women above 30 years had a higher positive attitude than women below 30 years in the cultural spheres, (vi) education did not influence the attitude of women regarding their role in the cultural sphere. Education and age did not influence the attitude of women in the religious sphere.

Pradhan (1996) conducted a study on the health, nutrition and environmental sanitation of Patikar community in relation to education. Investigator found that literate respondents had given their view in favour of washing of vegetables before cutting them. They knew about the protein or vitamin etc. But the illiterate people did not know about it. Literates were in favour of filtering or boiling water before

use it. On the other hand illiterates were not taking such type of precautions. Fifty per cent of literate people were not in favour of use of stale food and also in favour of covering the food and water. But the illiterate people were in favour of use of stale food. More than fifty per cent illiterates and total number of literates knew the period of immunization of baby and these people were also supporting immunization and screening of pregnant women. Both literates and illiterates were in favour of seasonal fruits and vegetables. From the above findings, it was found that education had brought a change in the field of health and sanitation.

Tripathy (1996) conducted a survey to find out the status of women in relation to education. Main findings of the study were : Most of the educated respondents were significantly different from uneducated respondents regarding the position of women in the society. They were in favour of position of women in society equal to men. Regarding the right of parental property of women, significant difference had been observed between the educational groups. Educated group was more in favour of granting right of parental property to women. High percentage of educated respondents were in favour of women's teaching profession. On the other hand uneducated group was in the favour of knitting, sewing, weaving, etc. In this study investigator found that the way of thinking of educated women was more matured.

Chapter - 4

Impact of Education on Social and Economic Development

An overview

Educationally, Mewat region is the most backward part of the state of Haryana although it is not so far off from the capital of India New Delhi. The tehsils of Punhana, Ferozepur jhirka and Nuh in Mewat area are having very low rate of literacy. In Nuh tehsil percentage of literacy was 24.54 per cent in 1981 while in 1991 it was 29.76 per cent and 37.41 per cent in 2001.

In Ferozepur Jhirka tehsil, the percentage of the literacy was lowest in the state in 1981 among all the tehsils. The literacy rate in this tehsil was 18.45 per cent in 1981 which raised to 21.69 per cent in 1991. In Punhana tehsil, the percentage of literacy is lowest in 2001 amongst all the tehsil of Mewat region. It is only 37.41 percent.

The tehsil wise literacy rate of Mewat region (according to 2001 census) is being presented in the following table 4.0:

Table - 4.0

Tehsil wise Literacy Rate of Mewat Region of Haryana (in per cent) 2001 Census

No.'s	*Tehsil*	*Male*	*Female*	*Total*
1.	Taoru	73.06	39.56	57.36
2.	Nuh	62.71	24.98	44.92
3.	Punhana	54.43	17.67	37.41
4.	Ferozepur Jhirka	58.20	19.95	40.00

Since the Mewat region constitutes the major chunk of the total population of Gurgaon district and is quite backward, that is why Gurgaon, inspite of its nearness to the periphery of Delhi, still have low rate of literacy as compared to its counter parts e.g. Rohtak and Sonepat district.

There is a high incidence of child marriage, illiteracy and economic backwardness in this area and, therefore, the present investigation was pertinent attempt to find out whether in case of Meos the religio - cultural factors were having peredominance over the socio-economic and educational factors.

Keeping in view the background of Mewat, its inhabitants popularly known as Meos and their distinctiveness, this study was carried out to see the impact of education on social and economic development of Meos of Mewat region in Haryana in the light of the following objectives.:

Objectives of the Study

(i) To study the Family Background of Meos of Mewat Region in Haryana.

(ii) To Study the Impact of Education on Social Development of Meos of Mewat Region in Haryana.

(iii) To Study the Impact of Education on Economic Development of Meos of Mewat Region in Haryana.

(iv) To Compare the Meos and non-Meos of Mewat Region of Haryana on Different Aspects of their Social and Economic Development.

The study was confined to Mewat region of district Gurgaon (Haryana) only and to the sample subjects (Meos and non Meos) drawn from villages of Nuh sub-division of district Gurgaon.

Operational Definitions of the Terms Used

(i) Mewat Region

In the present study,Mewat region implies the land of Meos (converted Muslims). It is covered under three states - Haryana (district Gurgaon and Faridabad), Rajasthan, (district Alwar and Bharatpur) and Utter Predesh (district Mathura and Agra). But the present study is restricted to the Mewat area of district Gurgaon only.

(ii) Meos

In the present study , Meo refer to the converted Muslims who are the native inhabitants of the area known as Mewat.

(iii) Non-Meos

Non-Meos refer to native inhabitants (other than Meos) of Mewat . These are Hindus belonging to different castes .

Research Method

It has been specified earlier that the present study aimed to study the impact of education on social and economic development of Meos of Mewat region in Haryana. Therefore, keeping in view the nature, main purpose of the study and its objectives survey method was considered to be most appropriate for undertaking

this investigation. This descriptive or normative survey method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is concerned with the phenomenon that are typical of normal conditions. It investigates into the conditions or relationships that exist., practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. It is an organised attempt to analyse, interpret and report the present status of a social institution, group or area. Descriptive studies involve measurement, classification analysis, comparison and interpretation of the phenomenon.

Worthwhile survey studies collect three types of information (i) of what exists by studying and analysing important aspects of present situation, (ii) of what we want by classifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts otherwise consider to be desirable, (iii) of how to achieve goals by exploring possible ways and means on the basis of the experiences of others or opinions of experts.

As defined by Kerlinger (1983), "the survey research studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distributions, interrelations of sociological and psychological variables. "Surveys covered by this definition are often called sample surveys, probably because survey research developed as a separate research activity, alongwith the development and improvement of sampling procedures.

While the usefulness of survey research for social sciences has fully been recognised, its use in educational research has been pointed out to be limited. In the words of Kerlinger, "Despite its evident potential value in helping to solve theroratical and applied educational problems, scientific survey has not been used to any great extent by educators. Its distinctive educational

usefulness, moreover seems not to have been realized." Therefore, the author devoted a special section to the application of survey research to education and educational problems. With special reference to studying beliefs and attitudes, Kerlingere (1983) states, "Survey research is probably best adopted to obtaining personal and social facts, beliefs and attitudes. It is significant that, although hundreds of thousands of words are spoken and written about education and about what people presumbaly think about education, there is little dependable information on the subject. We simply do not know what people's attitudes towards education are. We have to depend on feature writers and so called experts for this information."

Thus, in order to see the impact of education on social and economic development of people of a particular area, where basically the views of those people regarding different aspects of their social and economic life and living are to be sought, the survey method seems to be best suited.

Profile of the Sample

Mewat, the land of Meos, is covered under three states - Haryana (District Gurgaon and Faridabad), Rajasthan (District Alwar and Bharatpur) and Uttar Pradesh (District Mathura). But the present study aimed to investigate the impact of education on social and economic development of Meos of Mewat region in Haryana only. Therefore, in order to select the sample of present study, at the first stage district Gurgaon was selected on purposive basis. At the second stage, out of two sub-divisions of district Gurgaon - Nuh and Ferozepur Jhirka (where the Meo population is mainly concentrated), sub-division Nuh was selected on random basis. At the third stage, 15 villages of sub-division Nuh were selected on random basis from the list of villages under this sub-division. Thereafter, finally a sample of 300 Meo families was selected on purposive basis.

In order to see whether education had any impact on social and economic development of Meos, a parallel sample of 300 families of non-Meos (including Baniyas, Jats, Rajputs, Yadavs, Brahmins and Gujjars) was also selected on purposive basis form the villages of Nuh sub-division of Mewat region for the purpose of making comparison between Meo and non-Meo communities in terms of their social and economic development in relation to educational background of their families. But out of these 300 non-Meos families, finally those 30 families were selected (for making comparison with Meo families) whose educational index was same as those of 30 Meo families having higher educational index amongst Meo sample subjects (of 300 families). The procedure of calculating family educational index is given in Section-II (Impact of Education in Social and Economic Development of Meos of Mewat Region in Haryana)

The subjects were selected on purposive basis because of the fact that there was a very high rate of illiteracy in this region. The villages and sample subjects thus selected are listed below in the following Table 4.01.

Table - 4.01

Distribution of Meo Sample in Relation to Block, Village, Religion and Caste

No s	*Block*	*Name of Villages*	*Religion*	*Caste*	*Sample subjects selected*
1.	Nuh	Ferozepur Namak	Meo (Muslim)	-	25
2.	Nuh	Ghasera	Meo (Muslim)	-	23
3.	Nuh	Akera	Meo(Muslim)	-	27
4.	Nuh	Rehna	MeoMuslim)	-	25
5.	Nuh	Malab	Meo(Muslim)	-	19
6.	Nuh	Chandeni	Meo(Muslim)	-	21
7.	Nuh	Sudaka	Meo(Muslim)	-	16
8.	Nuh	Salaheri	Meo(Muslim)	-	10
9.	Taoru	Bawla	Meo(Muslim)	-	24

10.	Taoru	Sehsaula	Meo(Muslim)	-	27
11.	Taoru	Sabras	Meo(Muslim)	-	11
12.	Taoru	Raheri	Meo(Muslim)	-	14
13.	Taoru	Fatehpur	Meo(Muslim)	-	9
14.	Taoru	Dhulawat	Meo(Muslim)	-	27
15.	Taoru	Chehalka	Meo(Muslim)	-	22
			Total		300

Table

Distribution of Non-Meo Sample in Relation to Block, Village, Religion and Caste

No's	*Block*	*Name of Villages*	*Religion*	*Caste*	*Sample subjects selected*
1.	Nuh	Ujina	Hindu	Rajput, Baniya, Brahmin	29
2.	Nuh	Sangel	Hindu	Rajput, Baniya, Brahmin	19
3.	Nuh	Mailawas	Hindu	Brahmin	25
4.	Nuh	Indri	Hindu	Jat, Baniya, Brahmin	27
5	Nuh	Manuwas	Hindu	Rajput, Ahir	21
6.	Nuh	Kiranj	Hindu	Jat	15
7.	Nuh	Bhirawati	Hindu	Rajput, Brahmin	12
8.	Taoru	Kalwari	Hindu	Ahir	14
9.	Taoru	Mohamadpur Ahir	Hindu	Ahir	13
10.	Taoru	Jaurasi	Hindu	Jat, Baniya	28
11.	Taoru	Bissar	Hindu	Gujjar	25
12.	Taoru	Kota-Khandewla	Hindu	Gujjar	27
13.	Taoru	Jhamuwas	Hindu	Ahir, Jat	19
14.	Taoru	Didhara	Hindu	Jat, Baniya	17
15.	Taoru	Kalarpuri	Hindu	Ahir	9
				Total	300

Procedure

The plan of the study has been described in the preceding part of this chapter. It is followed by the actual procedure adopted in conducting the study. The same is given in the following pages.

(a) Tools and Techniques

In order to collect background information of the respondents on different aspects, an information blank was prepared and used by the investigators. This is given in Appendix B. Keeping in view the nature and sample subjects of the present study, interview was considered to be the most appropriate tool by the investigator for the collection of data. Therefore, for collecting the required data, a non-directive interview schedule was prepared. This is given in Appendix B. The study of relevant literature helped in understanding the life and living of Meos of Mewat and the same provided the background for preparing items of an interview schedule for the present study. Before preparing the final list of items, however, a pilot survey was thought to be essential.

(b) Pilot Survey

A pilot survey was conducted by visiting some of the villages of Mewat area of district Gurgaon in order to establish a preliminary contact with the inhabitants of that area. It was considered essential to know the different aspects of their social and economic activities in particular and way of life and living of those people in general so as to get an insight into the problem under investigation. The help of some of the educated persons and government officers was also sought in establishing a rapport with the villagers. The pilot survey thus enabled the researchers in discerning information from the actual field setting and helped in exploring the diverse issues or aspects for preparing the tools for the study.

(c) Construction of the Interview Schedule

On the basis of study of literature, information collected during the pilot survey and experiences of some of the officers posted in that area, an exhaustive list of items pertaining to the research problem in hand was prepared. While framing questions of non-directive interview schedule for this purpose, some suggestions given by Camel and Khan (1970) such as language, frame of reference, levels of information, soical acceptance, form of statement, single item statement etc. were considered. The interview schedule so constructed was given to the language expert for vetting. thereafter, the interview schedule so constructed was given to fellow researchers and also to some members of Faculty of Education, Kurukshetra University, Kurukshetra for their comments. The schedule was modified in the light of their suggestions. The final draft thus ready, was given to the language expert for vetting. This led to its being ready for a try-out.

Try-out and Revision

The non-directive interview schedule prepared for the collection of data was given to a small group of subjects concerned with the study for the purpose of removing some of the embiguities and to see if the items properly communicated what was intended. This initial try-out led to the further refinement of the tool for its effectiveness in attaining the intended purpose.

After initial try-out and revision and in the light of final try-out responses, the final draft of the interview schedule was prepared for the purpose of data collection. The responses of the respondents were to be recorded in 'Yes' or 'No'. However, there were also a few items requiring the views of respondents as well.

Collection of Data

The study aimed at investigating the impact of education on social and economic development of Meos of Mewat Region of Haryana and therefore, the data was collected from Meos of this region. For the purpose of comparison between Meos and non-Meos of Mewat Region of Haryana, data was also collected from non-Meos of this region on different aspects of their social and economic development. The investigators explained the purpose of the study to the sample subjects. In case of illiterate subjects, the help and co-operation was sought from the then Sub-Divisional Officer, Nuh, Teshsildar, SDEO, Teachers and also youths and educated persons to explain the purpose of study in order to obtain the data from them. Thereafter, information blank and interview schedule was administered to each respondent and his responses were recorded on a separate sheet.

Scoring and Recording of Data

The responses of respondents, collected through interview schedule, were recorded in 'Yes' or 'No'. The 'Yes' and 'No' responses were counted for their frequencies. There were also some open-ended items and some those requiring response out of a few alternatives. Those items were scored accordingly.

Statistical Techniques Used

For the purpose of analysis of data, the frequencies and percentages of 'Yes' and 'No' responses given by the respondents for each statement were calculated in order to find out the direction to see the impact of education on Meos of Mewat region in Haryana. X^2 test of equality was also applied to test the significance of difference in the observed and expected frequencies on the data obtained in 'Yes' and 'No' form indicating the responses of the respondents with respect to the given items.

Analysis and Interpretation of Data

The analysis and interpretation of the data collected from the subjects is presented under three sections. Section-I deals with

the family backgound of Meos of Mewat Region of Haryana. Section-II deals with the impact of education on social and economic development of Meos. Section-III deals with comparison of Meos with non-Meos on different aspects of social and economic development.

Section - I

4.1 Family Background of Meos

The investigators collected the information regarding the family background of the subjects by using an information Blank (see Appendix -B). The information collected through the information blank was regarding family structure, family size, number of dependents, number of children of school- going age in a family, number of children attending school, family income, occupation, loan taken by Meo families. Family background of Meos is being presented under this section:

Table - 4.1.1

Family Structure of Meos

Family Structure	*No. of Families N = 300*
Joint family	198(66)
Nuclear family	102(34)

(Figures shown in parenthesis indicate percentages)

Table - 4.1.1 reveals that 66 per cent Meo families were joint and only 34 per cent were nuclear families. This shows that majority of the Meos were living in joint families.

Table 4.1.2

Family-Size of Meos

Family Size	*No of Families N = 300*
1 to 4 members	28(9.33)
5 to 8 members	87(29)
9 to 12 members	107 (35.67)
13 members or above	78(26)

(Figures shown in parenthesis indicate percentages)

The above table 4.1.2 shows that 9.33 per cent families had a family size ranging from 1 to 4 members whereas in case of 29 per cent it ranged from 5 to 8 members. 35.67 per cent families had the family size ranging from 9 to 12 members and 26 percent families had 13 members or above. About 62 per cent families had more than 8 members.

Table 4.1.3

Number of Dependents in Meo Families

No. of Dependents in a Family	*No. of Families N=300*
1 to 3 members	72(24)
4 to 6 members	128(42.7)
7 to 9 members	57(19)
10 members or above	43(14.3)

(Figures shown in parenthesis indicate percentages)

Table 4.1.3 reveals that in case of 24 per cent Meo families, number of dependents ranged from 1 to 3 where as 42.7 percent families had 4 to 6 dependents. In case of 19 percent Meo families, the number of dependents ranged from 7 to 9 members and in 14.3 per cent families the number of dependents was 10 or above. In case of 33 per cent Meo families, the number of dependents was 7 or above.

Table 4.1.4

Number of Children of School- going age in Meo families

No of Children of School-going	*No of families Age in a Family N=300*
1 to 2	40(13.33)
3 to 4	79(26.33)
5 to 6	112(37.34)
7 and above	69(23)

(Figures shown in parenthesis indicate percentages)

It can be revealed from table 4.1.4 that in case of 13.33 per cent Meo families, the number of children of school-going age ranged from 1 to 2 whereas 26.33 per cent families had 3 to 4 children of school - going age. In case of 37.34 per cent Meo families the number of children of school -going age ranged from 5 to 6 and 23 per cent families had 7 or more than 7 children of school going age. In case of 60 per cent Meo families, the number of children of school-going age was 5 or above.

Table 4.1.5

Number of Children Attending School in Meo Families

No of Children (of School-going Age)	*No of Families in a family attending school N=300*
All the children of a family	82(27.33)
(100 per cent)	
About 50 per cent children of a family	112(37.33)
None of the children of a famly attending school	106(35.34)

(Figures shown in parenthesis indicate percentages)

It is clear from above table 4.1.5 that 27.33 per cent Meo families were sending all of their children to schools whereas in case of 37.33 per cent Meo families, about 50 per cent children were attending school. In case of 35.34 per cent Meo families, there was not even a single child attending school.

Table 4.1.6

Family Income of Meos

Monthly Income in Rs.	*No. of Families N=300*
Upto 1000	62(20.67)
Above 1000 but below 1500	94(31.33)
Above 1500 but below 2000	68(22.66)
Above 2000 but below 2500	41(13.67)
Above 2500	35(11.67)

(Figures shown in parenthesis indicate percentages)

It can be seen from table 4.1.6 that 20.67 per cent Meo families had an income upto 1000 Rs. whereas 31.33 per cent Meo families had an income above 1000 Rs. but below 1500 Rs. 22.66 per cent Meo families were in the income range above 1500 Rs. but below 2000 Rs. whereas 13.67 per cent families had an income range above 2000 Rs. but below 2500 Rs. only 11.67 per cent Meo families had their income above 2500 Rs.

Table - 4.1.7

Occupation of Meos

Nature of Occupation N=300	*No. of Families*
Agriculture	143(47.67)
Labour	68(22.67)
Government/Private Jobs	48(16)
Business /Legal Profession	32(10.66)
Live Stock	9(3)

(Figures shown in parenthesis indicate percentages)

Table 4.1.7 reveals that 47.67 per cent Meo families were enagaged in agriculture whereas 22.67 per cent involved in labour activities. 16 per cent Meo families had member (s) in government/ private jobs and 10.66 per cent were in business / legal profession. Only 3 per cent had live stock as their profession.

Table - 4.1.8

Loan Taken by Meo Families

Loan Taken (in Rs.) N=300	*No. of Families*
No loan taken	204(68)
Upto 5000	20(6.67)
5000 to 10,000	47(15.67)
Above 10,000	29(9.66)

(Figures shown in parenthesis indicate percentages)

It can be seen from table 4.1.8 that 68 per cent Meo families had not taken any loan, 6.67 per cent families had taken an amount

of loan upto 5000 Rs. whereas the loan of Rs. 5000 to 10000 was taken by 15.67 per cent families. Only 9.66 per cent Meo families had taken an amount of loan above 10000.

Section - II

4.2 Impact of Eduction on Social and Economic Development of Meos of Mewat Region in Haryana

In the preceding section, family background of Meos had been provided. The present section deals with the analysis and interpretation of data regarding impact of education on their soical and economic development of life. Firstly, the impact of education on soical development of Meos is presented and this is followed by the impact of education on their economic development.

As has already been pointed out in Chapter-I, the focus of this study was to investigate the impact of education on soical and economic development of Meos of Mewat Region in Haryana. Therefore, in order to study the impact of education on their social and economic development, the investigators evolved a criterion of educational index of the family of each respondent (considering the family as a unit).

For calculating the educational index of a family, one score was given for one year of schooling, therefore the educational level of a member would fall any where between O (for illiterate) to 16 years (for Master's degree). In that way, the total years of schooling/ education of all the adult members of a family were counted and were divided by the total number of adult-members of that family in order to calculate the years of schooling / education of a family. For example, if there were five adult members in a family, and had received education up to different levels-one member received education upto 4th grade, second one upto 6th, third one upto 7th and fourth upto 8th and fifth one upto 10th class.

So, there total years of education were counted as 4+6+7+8+10 = 35 years and by dividing this figure by 5 (total number of adults in that family), the years of schooling/ education of that family came out to be 7. If none of the adult members of a family received education, the educational level of that family was considered to be zero.

Considering this criterion of educational index of families (of respondents) as the basis of their educational level, the present work was carried out to see the impact of education on social and economic development of Meos of Mewat Region in Haryana by classifying the respondents into two categories-

(i) Those belonging to high educational category and

(ii) Those belonging to low educational category.

Keeping in view the objectives of the study, the analysis and interpretation of data is being presented in the following sequence:

4.2.1 Impact of Education on Social Development of Meos

In this part, analysis and interpretation of data regarding impact of education on social development of Meos has been done. The same is presented as under :

This grouping of subjects under two categories was done by calculating the Median.

(a) Views of Meos on 'Family' aspect

The table 4.2.1 gives an account of the responses given by the Meo respondents of both low and high educational categories on different items covered under the aspect 'Family'. An attempt has been made to study the impact of education on the aspect - 'Family' of these respondents through the analysis and interpretation of their responses as presented in the table 4.2.1.

Table 4.2.1

Views of Meos on 'Family' Aspect

Item no.	*Description of Items*	*Low Educational Category N-150*			*High Educational Category N=150*		
		Yes	No	X^2	Yes	No	X^2
1.	Do you like to live in a joint family?	98 (65.33)	52 (34.67)	13.5	107 (71.33)	43 (28.67)	26.46
2.	Do you like to live in a nuclear family?	54 (36)	96 (64)	11.20	45 (30)	105 (70)	23.20
3.	Do you think that your views are given due importance in your family?	125 (83.33)	25 (16.67)	65.34	132 (88)	18 (12)	85.12
4.	Is there cooperation amongst all the members of the family?	128 (85.33)	22 (14.67)	73.5	130 (86.7)	20 (13.3)	79.21
5.	Should husband consult his wife for taking decisions on different family issues?	82 (54.67)	68 (45.33)	1.12	95 (63.33)	55 (36.67)	10.14
6	Do you think that only male mebers of the family should have the ultimate say in family affairs?	102 (68)	48 (32)	18.73	80 (53.33)	70 (46.67)	0.54

7.	Do you think that your family has good relations with your neighbours?	134 (89.33)	16 (10.67)	91.26	140 (93.33)	10 (6.67)	110.94
8.	Is family planning essential?	54 (36)	96 (64)	11.20	95 (63.33)	55 (36.67)	10.14
9.	Do you think that one should go for family planning after the birth of second child?	48 (32)	102 (68)	18.72	86 (57.33)	64 (42.67)	2.94
10.	Do you think that one should have more than two children?	105 (70)	45 (30)	23.20	58 (38.67)	92 (61.33)	7.26
11.	Do you have a desire to be blessed with mele child as first baby in your family?	134 (89.33)	16 (10.67)	91.26	123 (82)	27 (18)	60.16
12.	Do you have a desire to be blessed with female child as first baby in your family?	32 (21.33)	118 (78.67)	24.08	45 (30)	105 (70)	23.20
13.	Do you think that it does not matter whether the first child is male or female?	26 (17.33)	124 (82.67)	62.73	48 (32)	102 (68)	18.72

(Figures shown in parenthesis indicate percentages)

In the light of table 4.2.1, item-wise analysis and interpretation of 'Family' aspect is being presented as follows :

Item No. 1 - Do you like to live in a joint family?

The table 4.2.1 reveals that on item no. 1, 65.33 per cent respondents belonging to families of low educational category have responded in 'Yes' and 34.67 per cent respondents have responded in 'No'. The chi-square value is 13.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. It shows that the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were in favour of living in joint family.

In case of the respondents belonging to families of high educational category the table reveals that 71.33 per cent respondents have given 'Yes' response whereas 28.67 per cent have given 'No' response on this item. The chi-square value is 26.46 which is found to be significant at .01 level. It means that the differenced between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses which means that the respondents of high educational category were also in favour of living in Joint family.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both these categories with regard to their choice or preference for nuclear or Joint family. Both the groups had their preference for a joint family.

Item No. 2 - Do you like to live in nuclear family?

It can be observed form the table 4.2.1 that 36 per cent respondents belonging to families of low educational category

have marked their response in 'Yes' whereas 64 per cent have marked in 'No; on item no. 2. The chi-square value is 11.20 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the majority of the respondents of this category did not like to live in nuclear family.

In case of the respondents belonging to families of high educational category, 30 per cent have expressed their response in 'Yes' and 70 per cent have expressed in 'No' on this item. The chi-square value is 23.20 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The 'No' responses are significantly higher than 'Yes' responses which means that most of the respondents of this category were not in favour of living in nuclear family.

Thus it can be interpreted to mean that no difference was found between the respondents of both these categories with regard to their choice to live in a nuclear family and most of the respondents of both these categories were not willing to live in nuclear families.

Item No. 3 - Do you think that your views are given due importance in your family?

Table 4.2.1 clearly indicates that on item no. 3, 83.33 per cent respondents belonging to families of low educational category have responded in 'Yes' and 16.67 per cent have responded in 'No'. The chi-square value is 65.34 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were of the opinion that their views were given due importance in their families.

In case of respondents belonging to families of high educational category 88 per cent respondents have given their answer in 'Yes' and 12 per cent in 'No' on item No. 3. The chi-square value is 85.12 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is much higher than responses indicating 'No'. It means that the respondents of high educational category were also of the opinion that their views were given due importance in their families.

Thus it is clear that no difference of opinion was found between the respondents of both the categories. Majority of the respondents of both low and high educational categories were of the opinion that their views were given due importance in their families.

Item No. 4 - Is there co-operation amongst all the members of your family?

The above given table 4.2.1 shows that on item no. 4, 85.33 per cent and 14.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and 'No' respectively. The chi-square value is 73.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Most of the respondents of this category were of the view that there was co-operation amongst all the members of their families.

With regard to the respondents belonging to families of high educational category, 86.7 per cent respondents have given their responses in 'Yes' and 13.3 per cent in 'No'. The chi-square value is 79.21 which is found to be significant at .01 level. It means that the 'Yes' responses are significantly higher than 'No' responses and the respondents of high educational category were of the opinion that there was cooperation amongst all the members of their families.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both the categories. Majority of the respondents of both the categories were of the view that there was co-operation amongst all the members of their families.

Item No. 5 - Should husband consult his wife for taking decision on different family issues?

The table 4.2.1 indicates that on item no 5, 54.67 per cent and 45.33 per cent respondents belonging to families of low educational category responded in 'Yes' and 'No' respectively. The chi-square value is 1.12 which is not found to be significant at any of the acceptable levels. This means that the difference between 'Yes' and 'No' responses is only due to chance and the views of the respondents of this category were divided on this item.

But in case of high educational category, the position is altogether different. 63.33 per cent respondents of this category responded in 'Yes' and 36.67 per cent responded in 'No' . The chi-square value for this is 10.14 which is found to be significant at .01 level. The table clearly indicates that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. The respondents of this category were of the view that husband should consult his wife for taking decisions on family issues.

Thus it can be said that the opinion of the respondents of low education category was divided on this item whereas the respondents of high educational category were of the view that husband should consult his wife on different family issues.

Item No. 6 - Do you think that only male members of the family should have the ultimate say in family affairs ?

Table 4.2.1 shows that 68 per cent respondents belonging to families of low educational category have given 'Yes' response

and 32 per cent have given 'No' response on item no . 65. The chi-square value is 18.73 which is significant at .01 level of significance. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than the 'No' responses. Therefore, it can be interpreted to mean that majority of the respondents of this category were of the opinion that only male members of the family should have the decisive authority in family.

In case of the respondents belonging to families of high educational category, 53.33 per cent have marked 'Yes' response whereas 46.67 per cent have marked 'No' response on this item. The chi-square value is .54 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is only due to chance and the respondents of this category were divided on this issue.

Thus it can be concluded that the respondents belonging to families of low educational category were in favour of male member's ultimate say in family affairs and the opinion of the respondents belonging to families of high educational category was divided on this item.

Item No. 7 - Do you think that your family has good relations with your neighbours?

It can be observed from table 4.2.1 that 89.33 per cent respondents belonging to families of low educational category have responded 'Yes' and 10.67 per cent have responded 'No' on item no. 7. The chi-square value is 91.26 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be interpreted to mean that the respondents of this category were of the opinion that their families had good relations with their neighbours.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both the categories. Majority of the respondents of both the categories were of the view that there was co-operation amongst all the members of their families.

Item No. 5 - Should husband consult his wife for taking decision on different family issues?

The table 4.2.1 indicates that on item no 5, 54.67 per cent and 45.33 per cent respondents belonging to families of low educational category responded in 'Yes' and 'No' respectively. The chi-square value is 1.12 which is not found to be significant at any of the acceptable levels. This means that the difference between 'Yes' and 'No' responses is only due to chance and the views of the respondents of this category were divided on this item.

But in case of high educational category, the position is altogether different. 63.33 per cent respondents of this category responded in 'Yes' and 36.67 per cent responded in 'No' . The chi-square value for this is 10.14 which is found to be significant at .01 level. The table clearly indicates that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. The respondents of this category were of the view that husband should consult his wife for taking decisions on family issues.

Thus it can be said that the opinion of the respondents of low education category was divided on this item whereas the respondents of high educational category were of the view that husband should consult his wife on different family issues.

Item No. 6 - Do you think that only male members of the family should have the ultimate say in family affairs ?

Table 4.2.1 shows that 68 per cent respondents belonging to families of low educational category have given 'Yes' response

and 32 per cent have given 'No' response on item no . 65. The chi-square value is 18.73 which is significant at .01 level of significance. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than the 'No' responses. Therefore, it can be interpreted to mean that majority of the respondents of this category were of the opinion that only male members of the family should have the decisive authority in family.

In case of the respondents belonging to families of high educational category, 53.33 per cent have marked 'Yes' response whereas 46.67 per cent have marked 'No' response on this item. The chi-square value is .54 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is only due to chance and the respondents of this category were divided on this issue.

Thus it can be concluded that the respondents belonging to families of low educational category were in favour of male member's ultimate say in family affairs and the opinion of the respondents belonging to families of high educational category was divided on this item.

Item No. 7 - Do you think that your family has good relations with your neighbours?

It can be observed from table 4.2.1 that 89.33 per cent respondents belonging to families of low educational category have responded 'Yes' and 10.67 per cent have responded 'No' on item no. 7. The chi-square value is 91.26 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be interpreted to mean that the respondents of this category were of the opinion that their families had good relations with their neighbours.

93.33 per cent respondents belonging to families of high educational category have marked their response in 'Yes' whereas 6.67 per cent have marked in 'No' on item no.7. The chi-square value is 110.94 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The 'Yes' responses are significantly higher than 'No' responses which means that most of the respondents of this category were of the opinion that their families had good relations with their neighbours.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both the categories. Most of the respondents of both the categories had similar views with ragard to their families' relations with neighbours.

Item no. 8 - Is family planning essential?

The table 4.2.1 clearly reveals that 36 per cent respondents belonging to families of low educational category have marked 'Yes' and 64 per cent 'No' on item no. 8. The chi-square value is 11.20 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the respondents of this category were of the opinion that family planning was not essential. 54 respondents of this category were of the opinion that it was essential where as 96 were not in its favour.

In case of the respondents belonging to families of high educational category, 63.33 per cent have given their response in 'Yes' and 36.67 per cent in 'No' on this item. The chi-square value is 10.14 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than number of 'No' responses. Therefore,

it can be said that majority of the respondents of this category were of the view family planning was essential because 95 respondents of this category favoured family planning whereas 55 were against it.

Thus it can be interpreted to mean that there was difference of opinion between the respondents belonging to families of low an high educational categories. Majority of the respondents of low educational category were not in favour of family planning whereas majority of the respondents belonging to high educational category were in its favour.

Those respondents belonging to both educational categories, who had given there response in 'Yes' on the above item were further asked to indicate the reason as to why family planning is essential by choosing from amongst the following alternatives:

(i) It helps in proper education of children

(ii) Children are reared properly

(iii) It helps in leading a happy family life

The responses of those respondents belonging to families of low and high educational categories who favoured family planning, are given in the following table 4.2.1.1

Table - 4.2.1.1

Number of Meos in Favour of Family Planning

Item No.	*Family Planning is essential because :*	*Families Belonging to Low Educational Category (N=54)*	*Families Belonging to High Educational Category(N=95)*
(i)	It helps in proper education of children	54	95
(ii)	Children are reared properly	54	95
(iii)	It helps in leading a happy family life	54	95

Table 4.2.1.1 shows that all the 54 respondents belonging to families of low educational category, who were in favour of family planning indicated all the three reasons for its acceptance - (i) family planning helps in proper education of children, (ii) children are reared properly and (iii) it helps in leading a happy family life.

In case of high educational category also all those 95 respondents, who were in favour of family planning, indicated all those three reasons as pointed out by the respondents of low educational category.

The respondents belonging to families of both low and high educational categories, who had given their response in 'No' on item no. 8, were further asked to indicate the reasons as to why family planning is not acceptable by choosing from amongst the following alternatives:

(i) Tubectomy/vasectomy is against the law of nature

(ii) It is against religion

(iii) It is an immoral act

The responses of those respondents belonging to families of low and high educational categories, who were not in favour of family planning are being presented in the following table 4.2.1.2

Table - 4.2.1.2

Number of Meos Disfavoured Family Planning

Item No.	*Family Planning is not acceptable because :*	*Families belonging to Low Educational Category (N=96)*	*Families belonging to High Educational Category (N=55)*
(i)	Tubectomy /vasectomy is against the law of nature	96	46
(ii)	It is against religion	96	55
(iii)	It is an immoral act	58	34

The above table 4.2.1.2 reveals that all the 96 respondents belonging to families of low educational category, who were not in favour of family planning indicated two reasons for not accepting it (i) Family planning is not acceptable because tubectomy and vasectomy is against the law of nature, (ii) It is against their religion. Again out of total 96 respondents of this category, 58 respondents were also of the view that family planning was not acceptable as in their opinion it was an immoral act.

Amongst those 55 respondents belonging to families of high educational category, who disfavoured family planning, 46 respondents were of the view that family planning was not acceptable as it was against law of nature. Again 55 respondents were also of the view that it was against their religion whereas there were also 34 respondents who were of the opinion that it was an immoral act.

Item No. 9 - Do you think that one should go for family planning after the birth of second child?

The table 4.2.1 indicates that on item no. 9, 32 per cent respondents belonging to families of low educational category responded in 'Yes' and 68 per cent responded in 'No'. The chi-square value in 18.72 which is found to be significant at .01 level. It implies that the difference in 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the majority of the respondents of this category were of the view that one should not go for family planning after the birth of second child.

In case of the respondents belonging to families of high educational category, the table reveals that 57.33 per cent responded in 'Yes' and 42.67 per cent responded in 'No' on item no. 9. The chi-square value is 2.94 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. The opinion of the respondents of this category was divided on this item with regard to family planning after the birth of second child.

Thus it can clearly be interpreted that the respondents of low educational category were against the view of going for family planning after two children. But in case of high educational category, the respondents were divided on this item.

Item No. 10 - Do you think that one should have more than two children?

It can be observed from table 4.2.1 that 70 per cent respondents belonging to families of low educational category have marked 'Yes' and 30 per cent have marked 'No' on item no. 10. The chi-square value for this is 23.20 which is found to be significant at .01 level. It indicates that the difference between 'Yes' and 'No' responses is not due to chance. The 'Yes' responses are significantly higher than 'No' responses. It means that majority of the respondents of this category were of the opinion that one should have more than two children.

In case of high educational category, 38.67 per cent respondents have expressed their opinion in 'Yes' whereas 61.33 per cent have expressed their response in 'No' on this item. The chi-square value is 7.26 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not by chance and the 'No' responses are significantly higher than 'Yes' responses. It means that the respondents of this category were not of the views that one should have more than two children.

Thus it can be said that the respondents belonging to families of low educational category were in favour of having more than two children whereas the respondents belonging to families of high educational category were not in that favour.

Item No. 11 - Do you have a desire to be blessed with male child as the first baby in your family?

The table 4.2.1 reveals that 89.33 pre cent respondents belonging to families of low educational category have marked 'Yes' and

10.67 per cent have marked 'No' on item no. 11. The chi square value is 91.26 which is found to be significant at .01 level. The 'Yes' responses are significantly higher than 'No' responses and most of the respondents of this category had desired for a male child as the first baby in their family.

In case of high educational category, 82 per cent respondents have given 'Yes' and 18 per cent given 'No' response. The chi square value is 60.16 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the 'Yes' responses are significantly higher than 'No' responses. The respondents of this category also desired to be blessed with a male child as the first baby.

Thus it can be interpreted to mean that there was no difference of opinion between the respondents of both these categories with regard to their desire for male child as first baby. Respondents of both the categories had a desire for a male child as the first baby in their family.

Item No. 12 - Do you have a desire to be blessed with a female child as the first baby in your family?

It is clear from table 4.2.4 that 21.33 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 78.67 per cent have given in 'No' on item no. 12. The chi square value is 24.08 which is found to be significant at .01 level. The 'No' responses are significantly higher than 'Yes' responses which means that the respondents of this category had not shown any desire to be blessed with a female child as the first baby in their family.

In case of high educational category, only 30 per cent respondents have marked 'Yes' response whereas 70 per cent have marked 'No' response. The chi square value is 23.20 which is significant at .01 level. The 'No' responses are significantly higher than 'Yes' responses which shows that the respondents of this category also had no desire for a girl child as the first baby in their family.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both these categories with regard to their desire of girl child as first baby in their family. Respondents of both the educational categories had not shown any desire to be blessed with a girl child as the first baby in their family.

Item No. 13 - Do you think that it does not matter whether the first child is male or female?

It is clear from the table 4.2.1 that 17.33 per cent respondents belonging to families of low educational category have responded in 'Yes' and 82.67 per cent have responded in 'No' on item no. 13. The chi-square value is 62.73 which is found to be significant at .01 level. This means that the 'No' responses are significantly higher than 'Yes' responses. It implies that the sex of the first child was a matter of concern in their case. They had a desire for male child as the first baby as this is evident on the basis of their responses on item no. 11 and 12.

In case of the respondents of high educational category, 32 per cent have responded in 'Yes' and 68 per cent have responded in 'No' on this item. The chi-square value is 18.72 which is significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not by chance but the 'No' responses are significantly higher than 'Yes' responses. Sex of the first child was a matter of concern in case of respondents belonging to families of high educational category also. They too had a desire for male child as first baby as was the case with respondents of low educational category.

Thus it can be interpreted to mean that there was no difference of opinion between the respondents belonging to the families of low and high educational categories. For the respondents of both these categories, the sex of the first child was a matter of concern and male child was their preference in that case.

It becomes clear from the interpretation that the majority of the respondents belonging to families of both high and low educational categories preferred to live in joint families instead of nuclear families. The respondents belonging to families of both these categories were of the opinion that their views were given due importance in their family. They opined that there was co-operation amongst all the members of their families. The respondents belonging to families of low educational category were divided on the issue of consultation of wife for taking decisions on different family issues whereas the respondents belonging to families of high educational category were of the view that wife should be consulted for taking decisions on different family issues whereas the respondents belonging to families of high educational category were of the view that wife should be consulted for taking decisions on different family issues. The respondents belonging to families of low educational category indicated that only male members of the family should have the ultimate say in family affairs whereas the respondents belonging to families of high educational category had no consensus on this item. The respondents belonging to families of both the categories were of the opinion that their families had good relations with neighbours. The respondents belonging to families of low educational category were not in favour of family planning whereas the respondents belonging to families of high educational category were found to be in favour of family planning. The respondents belonging to families of low educational category were not of the view that one should go for family planning after the birth of two children whereas the respondents belonging to families of high educational category had no consensus on this issue. The respondents belonging to families of low educational category were in favour to having more than two children whereas the respondents belonging to families of high educational category were not in that favour of have more than two children. Most of the respondents belonging to both low and high educational categories had expressed their desire to be blessed with a male child as the first baby in their family.

(b) Views of Meos on 'Marriage' aspect

Table 4.2.2 gives an account of the responses given by the Meo respondents belonging to families of low and high educational categories on different items covered under the aspect 'Marriage'. An attempt has been made to study the impact of education on the aspect 'Marriage' of these respondents through the analysis and interpretation of their responses as presented in the table 4.2.2.

Table - 4.2.2

Views of Meos on 'Marriage' Aspect

Item No.	*Description of Items*	*Low Educational Category (N=150)*			*High Educational Category (N=150)*		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Should marriage be arranged with the consent of parents?	109 (72.67)	41 (27.33)	29.93	70 (46.67)	80 (53.33)	0.54
2.	Should marriage be arranged with the consent of boy and girl?	41 (27.33)	109 (72.67)	29.93	94 (62.67)	56 (37.33)	9.12
3.	Do you think matching of horoscopes is essential at the time of marriage?	61 (40.67)	89 (59.33)	4.86	12 (8)	138 (92)	104.16

(Figures shown in parenthesis indicate percentages)

Note: Item no. 4,5,6,7 of 'Marriage' aspect and responses of respondents on these items are not given in this table. Description of these items have been given in the item - wise analysis and interpretation of this table in the following pages.

In the light of table 4.2.2, item-wise analysis and interpretation of 'Marriage' aspect is being presented as follows:

Item No. 1 - Should marriage be arranged with the consent of parents?

It is revealed from table 4.2.2 that 72.67 per cent respondents belonging to families of low educational category have given -

'Yes' response whereas 27.33 per cent have given 'No' responses on item no. 1. The chi-square value is 29.93 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance and the 'Yes' responses are significantly higher than 'No' responses. Therefore, it can be said that the majority of the respondents of this category were of the opinion that marriage should be arranged with the consent of parents.

In case of the respondents belonging to families of high educational category, 46.67 per cent have marked 'Yes' and 53.33 per cent have marked 'No' on this item. The chi-square value is .54 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is only due to chance. The respondents of this category were divided on this item.

Thus it can be said that the respondents belonging to families of low educational category opined that marriage should be arranged with the consent of parents whereas the respondents belonging to families of high educational category were divided on this item.

Item No.2- Should marriage be arranged with the consent of boy and girl?

It can be seen from table 4.2.2 that 27.33 per cent respondents belonging to families of low educational category have given 'Yes' response and 72.67 per cent have given 'No' response on item no. 2. The chi-square value is 29.93 which is significant at 0.01 level. The number of 'No' responses is significantly higher than 'Yes' responses which means that the respondents of this category were of the opinion that marriage should not be arranged with the consent of boy and girl.

In case of the respondents belonging to families of high educational category, 62.67 per cent have given 'Yes' response and 37.33 pre cent have given 'No' response on this item. The

chi-square value is 9.12 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance and the number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the majority of the respondents of this category were of the opinion that marriage should be arranged with the consent of boy and girl.

The respondents belonging to families of low educational category were of the opinion that marriage should not be arranged with the consent of boy and girl whereas the respondents belonging to families of high educational category were in favour of their consent.

Item No. 3 - Do you think matching of horoscopes is essential at the time of marriage?

It can be observed from table 4.2.2 that 40.67 per cent respondents belonging to families of low educational category have given 'Yes' response whereas 59.33 per cent have given 'No' response on item no. 3. The chi-square value is 4.86 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not by chance and the 'No' responses are significantly higher than 'Yes' responses. Thus it can be said that the majority of the respondents of this category were not in favour of matching of horoscopes at the time of marriage.

Only 8 per cent respondents belonging to families of high educational category have given 'Yes' response and 92 per cent have given 'No' response on this item. The chi-square value is 104.16 which is significant at .01 level. The number of 'No' response is significantly higher than 'Yes' responses which means that almost all the respondents of this category were not in favour of matching of horoscopes at the time of marriage.

The respondents of both the categories had similar views irrespective of their educational level with regard to matching of horoscopes at the time of marriage. They were not in favour of matching the horoscopes at the time of marriage.

Item No. 4 - In your opinion what should be the age at marriage in case of boys?

The following table 4.2.2.1 shows the opinion of the respondents regarding the age at marriage in case of boys.

Table - 4.2.2.1

Views of Meos on 'Age at Marriage' (For Boys)

Age at marriage in case of Boys should be :	*Low Educational Category N=150*	*High Educational Category N=150*
(i) 13 to 16 years	48 (32)	13 (8.67)
(ii) 17 to 20 years	78 (52)	88 (58.67)
(iii) 21 or above	24 (16)	49 (32.67)

(Figures shown in parenthesis indicate percentages)

The above table 4.2.2.1 shows that 32 per cent respondents belonging to families of low educational category were of the opinion that a boy should be married in the age range of 13 to 16 years. 52 per cent respondents were of the views that age at marriage in case of boys should be 17 to 20 years whereas only 16 per cent respondents were of the opinion that a boy should be married at the age of 21 years or above.

In case of the high educational category, only 8.67 per cent respondents were of the opinion that a boy should be married in the age range of 13 to 16 whereas 58.67 per cent respondents considered 17-20 years age group as the years appropriate time for marriage of a boy. 32.67 per cent respondents of this category felt that a boy should be married at the age of 21 years or above.

Thus it can be said that more than fifty per cent of the respondents of both these categories were of the opinion that the age at marriage in case of a boy should be 17 to 20 years.

Items No. 5 - In your opinion what should be the age at marriage in case of girls?

The following table 4.2.2.2 shows the opinion of the respondents belonging to families of both low and high educational categories regarding the age at marriage in case of girls.

Table - 4.2.2.2

Views of Meos on 'Age at Marriage' (For Girls)

No.	*Age at Marriage in case of Girls should be :*	*Low Educational Category N=150*	*High Educational Category N=150*
(i)	12 to 14 Years	68 (45.34)	32 (21.33)
(ii)	15 to 17 Years	65 (43.33)	78 (52)
(iii)	18 years of above	17 (11.33)	40 (26.67)

(Figures shown in parenthesis indicate percentages)

The above table 4.2.2.2 reveals that 45.34 per cent respondents belonging to families of low educational category were of the opinion that a girl should be married in the age range of 12 to 14 years. 43.33 per cent respondents were of the view that age at marriage in case of a girl should be 15 to 17 years whereas only 11.33 per cent respondents of this category were of the opinion that a girl should be married at the age of 18 years of above.

In case of high educational category, only 21.33 per cent respondents were of the opinion that a girl should be married in the age range of 12 to 14 years whereas 52 per cent respondents were of the opinion that age of marriage should be 15 to 17 years. 26.67 per cent respondents of this category were of the the view that the girl should be married at the age of 18 years or above.

Item No. 6 - Do you think that educated boy should be married to :

(i) an equally educated girl

(ii) less educated girl

(iii) an uneducated girl

The following table 4.2.2.3 shows that opinion of the respondents belonging to families of both high and low educational categories on this item.

Table - 4.2.2.3

Views of Meos Regarding Match for Educated Boys (For Marriage)

No	*Educated Boy should be married to*	*Families Belonging to Low Educational Category N=150*	*Family Belonging to High Educational Category N=150*
(i)	an equally educated girl	28 (18.67)	43 (28.67)
(ii)	a less educated girl	87 (58)	95 (63.33)
(iii)	an uneducated girl	35 (23.33)	12 (8)

(Figures shown in parenthesis indicate per centages)

The above given table 4.2.2.3 reveals that 18.67 per cent respondents belonging to families of low educational category opined that an educated boy should be married to an equally educated girl whereas 58 per cent respondents were of the opinion that an educated boy should be married to a less educated girl. 23.33 per cent respondents were of the view that an educated boy should be married to an uneducated girl.

In case of the respondents belonging to families of high educational category, 28.67 were of the opinion that an educated boy should be married to an equally educated girl whereas 63.33

per cent respondents were of the opinion that an educated boy should be married to a less educated girl. Only 8 per cent respondents of this category have indicated that an educated boy should be married to an uneducated girl.

The respondents of both the categories had similar views with regard to the match for the marriage of an educated boy. They were of the opinion that educated boy should be married to a less educated girl.

Item No. 7 - Do you think that educated girl should be married to :

(i) an equally educated boy

(ii) a boy with higher qualification / education than her

(iii) less educated boy

(iv) an uneducated boy

The following table 4.2.2.4 reveals the opinion of the respondents belonging to families of both low and high educational categories on this item.

Table - 4.2.2.4

Views of Meos Regarding Match for Educated Girls (For Marriage)

No.	*Educated Girls should be Married to :*	*Families Belonging to Low Educational Category N=150*	*Families Belonging to High Educational Category N=150*
(i)	an equally educated boy	34 (22.67)	40 (26.67)
(ii)	a boy with higher qualification/ education than her	61 (40.66)	85 (56.67)
(iii)	a less educated boy	46 (30.67)	22 (14.67)
(iv)	an uneducated boy	9 (6)	3 (2)

(Figures shown in parenthesis indicate per centages)

The table 4.2.2.4 indicates that 22.67 per cent respondents belonging to families of low educational category were of the opinion that an educated girl should be married to an equally educated boy whereas 40.66 per cent opined that an educated girl should be married to a boy with higher qualification/ education than her. 30.67 per cent respondents of this category were of the opinion that an educated girl should be married to a less educated boy and only 6 per cent respondents opined that an educated girl should be married to an uneducated boy.

In case of the high educational category, 26.67 per cent respondents were of the opinion that an educated girl should be married to an equally educated boy and 56.67 per cent respondents opined that an educated girl should be married to a boy with higher qualification /education than her. 14.67 per cent respondents of this category were of the view that an educated girl should be married to a less educated boy and only 2 per cent were of the opinion that an educated girl should be married to an uneducated boy.

Thus it can be interpreted to mean that majority of the respondents belonging to families of both high and low categories were of the opinion that an educated girl should be married either to a boy with higher qualification / education than her or an equally educated boy. The respondents of both the categories had similar views with regard to the match for educated girls.

On the basis of the above interpretation, it can be concleded that the respondents belonging to families of low educational category were of the opinion that marriage should be arranged with the consent of parents were as the respondents belonging to families of high educational category opined that marriage should be arranged with the consent of boy or girl. The respondents belonging to families of both these categories were not in favour of matching the horoscopes at the time of marriage. More than fifty per cent respondents belonging to

Table - 4.2.3

Views of Meos on Status of Women

Item No.	*Description of Items*	*Low Educational Category* N=150			*High Educational Category* N=150		
		Yes	*No.*	X^2	*Yes*	*No*	X^2
1.	Do you think that in no way women are inferior to men?	58 (38.67)	92 (61.33)	7.26	112 (74.67)	38 (25.33)	35.52
2.	Do you consider the girl child as 'Paraya Dhan'?	29 (80.67)	55.20 (19.33)	52	98 (34.67)	13.5 (65.33)	
3.	Do you think that main concern of th women is confined to household chores only?	126 (84)	24 (16)	68	78 (52)	72 (48)	0.16
4.	Do you agree that educated women are given more respect as compared to illiterate women in socity?	86 (57.33)	64 (42.67)	2.94	107 (71.33)	43 (28.67)	26.46

5.	Should the women of respectable families be in government jobs?	12	138 (8)	104.16 (92)		21	129 (14)	76.32 (86)	
6	Should women case their votes only at the will of their husbands?		109 (72.67)	41 (27.33)	29.92		39 (26)	111 (74)	33.60
7.	Does partucipation of women in elections and politics adversely affect their image?	135 (90)	15 (10)	94.40		118 (78.67)	32 (21.33)	48.16	

(Figures shown in parenthesis indicate percentages)

Note: Item no. 8 & 9 'status of Women' aspect and responses of respondents on these items are not given in this table. Description of these items have been given in the item-wise analysis and interpretaion of this table in the following pages

families of both the categories were of the opinion that the age at marriage in case of boys should be 17 to 20 years. 45.34 per cent respondents belonging to families of low educational category were of the opinion that the age at marriage in case of girls should be 12 to 14 years whereas 52 per cent respondents belonging to families of high educational category opined that the age of girls at marriage should be 15 to 17 years. The respondents belonging to families of both the categories were of the opinion that educated boy should be married to a less educated girl. The respondents belonging to families of both low and high educational categories opined that educated girl should be married either to a boy with higher qualifications/ education than her or an equally educated boy.

(c) Views of Meos on 'Status of Women'

The table 4.2.3 shows the responses given by the Meo respondents belonging to families of both low and high educational categories on different items coverd under the aspect 'Status of Women'. An attempt has been made to study the impact of education on the aspect - 'Status of Women' of these respondents through the analysis and interpretation of their responses as presented in the table 4.2.3.

In the light of table 4.2.3 item- wise analysis and interpretation of aspect 'Status of Women' is being presented as follows.:

Item No. 1 - Do you think that in no way women are inferior to men?

Table 4.2.3 reveals that on item no. 1, 38.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and 61.33 per cent have responded in 'No' . The chi-square value is 7.26 which is found to be significant at .01 level. It shows that the difference in 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher

than 'Yes' responses. Therefore, it can be meant that the majority of the respondents of this category were of the opinion that women are inferior to men.

In case of respondents of high educational category the table reveals that 74.67 per cent have expressed their response in 'Yes' and 25.33 per cent have expressed their response in 'No' on this item. The chi-square value is 35.52 which is significant at .01 level. It means that difference between 'Yes' and 'No' responses is not due to the chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it is clear that the majority of the respondents were of the opinion that women are not inferior to men.

Thus it can be interpreted to mean that the respondents belonging to families of low educational category considered women inferior to men whereas the respondents belonging to families of high educational category were not considering women inferior to men in any respect.

Item No. 2 - Do you consider the girl child as 'Paraya Dhan' ?

It is evident from table 4.2.3 that 80.67 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 19.33 per cent given their response in 'No' on item no. 2. The chi-square value is 55.20 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the respondents considered the girl child as 'Paraya Dhan.'

In case of high educational category, 34.67 per cent respondents have marked their response in 'Yes' and 65.33 per cent have marked in 'No' to item no. 2. The chi-square value is 13.5 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The

number of 'No' responses is significantly higher than 'Yes' responses which means that the respondents of this category were not considering the girl child as 'Paraya Dhan'. It can be concluded that there was difference of opinion between the respondents of low and high educational categories on this item in relation to educational background of their families.

Item No.3 - Do you think that the main concern of the women is confined to household chores only ?

It is clear from table 4.2.3 that on item no. 3, 84 per cent respondents belonging to families of low educational category have responded in 'Yes' whereas 16 per cent in 'No'. The chi-square value is 68 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were of the opinion that the main concern of the women is confined to house-hold chores. only.

In case of the respondents belonging to families of high educational category, 52 per cent have given their response in 'Yes' and 48 per cent in 'No' on this item. The chi-square value is .16 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. Thus it can be said that the respondents of this category were equally divided on this item.

Thus it can be said that the respondents belonging to families of low educational category were of the opinion that main concern of the women is confined to household chores only whereas the respondents belonging to families of high educational category had no consensus on this item.

Item No.4 - Do you agree that educated women are given more respect as compared to illiterate women in society?

It can be observed from table 4.2.3 that on item no. 4, 57.33 per cent respondents belonging to families of low educational category have given 'Yes' response and 42.67 per cent have given 'No' response. The chi-square value is 2.94 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' response is due to chance only. The respondents of this category were equally divided on this item.

In case of the respondents belonging to families of high educational category, 71.33 per cent respondents have responded in 'Yes' and 28.67 per cent have responded in 'No' on this item. The chi-square value is 26.46 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance only. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category were of the opinion that educated women are given more respect as compared to illiterate women in society.

Thus it can be interpreted to mean that no consensus was found among the respondents belonging to families of low educational category on this item whereas the respondents belonging to high educational category were of the opinion that educated women are given more respect as compared to illiterate women in society.

Item No. 5 - Should the women of respectable families be in Government Jobs?

It is evident from table 4.2.3 that 8 per cent respondents belonging to families of low educational category have given 'Yes' response whereas 92 per cent have given 'No' response on item no. 5. The chi-square value is 104.16 which is found to be significant at

.01 level. It shows that the difference between 'Yes' and 'No' responses is not due to chance and the 'No' responses are significantly higher than 'Yes' responses. Thus it can be said that the respondents of this category were of the opinion that women of respectable families should not be in government jobs.

In case of high educational category, 14 per cent respondents have responded in 'Yes' and 86 per cent in 'No' on this item. The chi-square 76.32 which is found to be significant at .01 level. This shows that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that most of the respondents of this category were of the opinion that women of respectable families should not be in government jobs.

The respondents of low and high educational category had similar views on this item and were of the opinion that women of respectable families should not be in government jobs.

Item No. 6 - Should women cast their votes only at the will of their husbands?

The table 4.2.3 reveals that 72.67 per cent respondents belonging to families of low educational category have responded 'Yes' and 27.33 per cent have responded 'No' on item no. 6. The chi-square value for this is 29.92 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses which means that most of the respondents of this category were of the opinion that women should cast their votes at the will of their husbands.

In case of the respondents belonging to families of high educational category, 26 per cent respondents have marked 'Yes' and 74 per cent have marked 'No' on item no. 6. The chi-square value is 33.60. It is significant at .01 level. It means that the

difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is higher than 'Yes' responses. It means that the respondents of this category were of the opinion that women should cast their votes independently not at the will of their husbands.

Thus it can be said that the was difference of opinion between the respondents of both categories. The respondents belonging to families of low educational category were of the opinion that women should cast their votes at the will of their husbands whereas the respondents belonging to families of high educational category were of the opinion that women should not cast their votes at the will of their husbands rather they should exercise their adult franchise independently. Thus it clearly shows that there was difference between respondents of low and high educational categories on this item in relation to educational background of their families.

Item No. 7 - Does participation of women in elections and politics adversely affect their image?

It can be seen from the table 4.2.3 that 90 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 10 per cent have given 'No' response on item no.7. The chi-square value is 94.40. It is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this group were of the opinion that participation of women in elections and politics adversely affect their image.

In case of the respondents belonging to families of high educational group 78.67 per cent respondents have given 'Yes' response and 21.33 per cent have given 'No' response on this item. The chi-square value is 48.16 which is found to be significant at .01 level. This means that the difference between 'Yes' and

'No' response is not due to chance. The number of 'Yes' responses i significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category were of the view that elections and politics was adversely affecting the image of women.

Thus it can be concluded that no difference of opinion as found between respondents of low and high educational categories on this item irrespective of difference in the educational background of their families.

Item No. 8 - Status of Women is :

(i) equal to men

(ii) lower than men

The following table 4.2.3.1 shows that the responses given by the respondents belonging to families of both low and high educational categories on the above item.

Table - 4.2.3.1

Views of Meos Towards Women

S No.	*Status of Women is:*	*Low Educational Category N=150*		*High Educational Category N=150*	
		Responses	X^2	*Responses*	X^2
(i)	Equal to men	61		110	
		(40.67)	4.86	(73.33)	31.74
(ii)	Lower to men	89		40	
		(59.33)		(26.67)	

(Figures showns in parenthesis indicate per centages)

Table 4.2.3.1 reveals that 40.67 per cent respondents belonging to families of low educational category were of the opinion that the status of women is equal to men whereas 59.33 per cent indicated that it is lower than men. The chi-square value is 4.86 which is found to be significant at .05 level. The number of responses is significantly higher in case of 'status of women lower than men' as

compared to responses on 'equal to men'. Therefore, it can be said that most of the respondents of this category considered the status of women lower than men.

73.33 per cent respondents belonging to families of high educational category have pointed out that the status of women is equal to men whereas 26.67 percent were of the opinion that it is lower than men. The chi-square value is 31.74 which is significant at .01 level. The number of responses in favour of status of women is equal to men is significantly higher as compared to the responses on status of women is lower than men. Therefore, it can be said that the respondents of this category considered the status of women equal to men.

There was difference of opinion between respondents of low and high educational categories on this item in relation to educational background of their families.

Item No. 9 - The responsibility of upbringing/rearing of children rests with:

(i) Women only

(ii) Both men and women

The following table 4.2.3.2 shows the responses given by the respondents belonging to families of both low and high educational categories on the above item.

Table 4.2.3.2

Views of Meos Regarding the Responsibility of Upbringing of Children

S.No	*Responsibility of upbringing of children rests with :*	*Low Educational Category (N=150)*		*High Educational Category (N=150)*	
		Responses	X^2	*Responses*	X^2
(i)	Women only	101 (67.33)	17.34	58 (38.67)	7.26
(ii)	Both men and women	49 (32.67)		92 (61.33)	

(Figures shown in parenthesis indicate percentages)

The table 4.2.3.2 shows that 67.33 per cent respondents belonging to families of low educational category were of the opinion that the responsibility of upbringing of children rests with women only whereas 32.67 per cent respondents opinioned that the responsibility of upbriniging the children rests with both men and women. The chi-squre value is 17.34 which is significant at .01 level. It indicates the responses of respondents of this category are significantly higher on 'Responsibility of upbringing /rearing of children rests with women only as compared to those on 'responsibility of upbringing /rearing of children rests with both men and women.

In case of respondents belonging to families of high educational category, 38.67 per cent were of the opinion that 'the responsibility of upbringing /rearing of children rests with women only' whereas 61.33 per cent were of the view that it was the joint responsibility of 'both men and women' . The chi-square value for this is 7.26. It is found to be significant at .01 level. It indicates that responses of respondents of this category are significantly higher on 'responsibility of upbringing /rearing of children rests with both men and women as compared to those on 'responsibility of upbringing/rearing of children rests with women only.

Thus it can be interpreted to mean that there was difference of opinion between the respondents of low and high educational categories on this item in relation to educational background of their families.

It is revealed from the above analysis of interpretation that the respondents belonging to families of low educational category considered the women inferior to men whereas the respondents belonging to families of high educational category were of the opinion that the women are in no way inferior to men. The respondents belonging to families of low educational category considered the girl child as 'Paraya Dhan' whereas the respondents belonging to families of high educational group had no feelings as such. The respondents belonging to families of low educational category were of the opinion

that the main concern of women is confined household chores only but the respondents belonging to families of high educational category were divided on this item. On the item - 'whether educated women are given more respect as compared to illiterate women in society', the views of the respondents belonging to families of low educational category were divided whereas respondents belonging to families of high educational category were of the opinion that the educated women are given more respected as compared to illiterate women in society. The respondents belonging to families of both low and high educational categories were of the opinion that women of respectable families should not be in government jobs. The respondents belonging to families of low educational category were of the opinion that women should cast their of votes at the will of their husbands whereas the respondents belonging to families of high educational category were of the view that women should cast their votes independently at their own level. The respondents belonging to families of both the low and high educational categories were of the opinion that the participation of women in elections and politics can affect their image adversely. The respondents belonging to families of low educational category considered the status of women lower than the whereas the respondents belonging to families of high educational category considered their status as equal to men. The respondents belonging to families of low educational category pointed out that the responsibility of upbringing of children is the responsibility of women only whereas the respondents belonging to families to high educational category were of the opinion that it was the joint responsibility of both men and women.

(d) Views of Meos on 'Caste and Religion'

The table 4.2.4 gives and account of the responses given by the Meo respondents belonging to families of both low and high educational categories on different items covered under the aspect 'Caste and Religion'. An attempt has been made to study the impact of education on the aspect 'Caste and Religion' of these respondents through analysis and interpretation of their responses as presented in the table 4.2.4

Table - 4.2.4

Views of Meos on 'Caste and Religion'

Item No.	*Description of Item*	*Low Educational Category N=150*			*High Educational Category N=150*		
		Yes	*No.*	X^2	*Yes*	*No*	X^2
1.	Do you believe incaste system?	54 (36)	96 (64)	11.20	26 (17.33)	124 (82.67)	62.72
2.	Should one mix up with others on the basis of caste only?	41 (27.33)	109 (72.67)	29.92	28 (18.67)	122 (81.33)	57.66
3.	Should any one be considered superior orinferior on the basis of caste?	53 (35.33)	97 (64.67)	12.32	43 (28.67)	107 (71.33)	26.46
4.	Shoule the occupation of any person be decided on the basis on caste?	50 (33.33)	100 (66.67)	16.00	24 (16)	126 (84)	68

5.	Should caste system be abolished to bring equality in the society?	80 (53.33)	70 (46.67)	0.54	118 (78.67)	32 (21.33)	48.16
6.	Do you pay respect to all religions?	122 (81.33)	28 (18.67)	57.66	138 (92)	12 (8)	104.16
7.	Do you consider all religions as equal?	116 (77.33)	34 (22.67)	43.74	135 (90)	15 (10)	94.40
8.	Should the people of different religions mix up with each other?	109 (72.67)	41 (27.33)	29.92	142 (94.67)	8 (5.33)	117.92
9.	Is it proper to fight with each other in the name of religion?	28 (18.67)	122 (81.33)	57.66	6 (4)	144 (96)	125.12

(Figures shown in parenthesis indicate percentages)

In the light of table 4.2.4, item-wise analysis and interpretation of 'Caste and Religion' aspect is being presented as follows:

Item No. 1 - Do you believe in caste system?

The table 4.2.4 reveals that 36 per cent respondents belonging to families of low educational category have given 'Yes' response and 64 per cent have given 'No' response on item no. 1. The chi-square value is 11.20 which is significant at .01 level. It means that difference between 'Yes' and 'No' responses is not by chance. The 'No' responses are significantly higher than 'Yes' responses. Therefore, it is clear that the most of the respondents of this category did not believe in caste system.

In case of the respondents belonging to families of high educational category, 17.33 per cent have marked 'Yes' whereas 82.67 per cent have marked 'No' on this item. The chi-square value is 62.72 which is significant at .01 level. The number of 'No' responses is significantly higher than 'Yes' responses which shows that the respondents of this category also did not believe in caste system.

The respondents belonging to families of both low and high educational categories had similar view on this item irrespective of difference in educational level of their families.

Item No. 2 - Should one mix up with others on the basis of the caste only?

The table 4.2.4 shows that 27.33 per cent respondents belonging to families of low educational category have given 'Yes' response and 72.67 per cent have given 'No' response on item no. 2. The chi-square value is 29.92 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance. The 'No' responses are significantly higher than 'Yes' responses. Therefore, it can be said that the respondents of this category were of the opinion that one should mix up with others without considering caste of each other.

Only 18.67 per cent respondents belonging to families of high educational category have given their response in 'Yes' and 81.33 per cent have given their response in 'No' on this item. The chi-square value is 57.66 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses which means the respondents of this category were of the opinion that one should mix up with others without any consideration of caste.

Thus it can be said that the respondents of both these categories did not differ on this item and the respondents of both these were of the opinion that one should mix up with others without considering caste factor.

Item No. 3 - Should anyone be considered superior or inferior on the basis of caste?

The table 4.2.4 shows that 35.33 per cent respondents belonging families of low educational category have given 'Yes' response whereas 64.67 per cent have given 'No' response on item no. 3. The chi-square value is 12.32 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance and 'No' responses are significantly higher than 'Yes' responses. Thus it is clear that the respondents of this category were of the opinion that a person should not be considered superior or inferior on the basis of caste.

In case of the respondents belonging to families of high educational category, 28.67 have given 'Yes' response whereas 71.33 per cent have given 'No' response on this item. The chi-squre value is 26.46. It is significant at .01 level. The number of 'No' responses is significantly higher than 'Yes' responses which means that respondents of this category were of the opinion that one should not be considered superior or inferior on the basis of caste.

The respondents of both categories had similar view on this item irrespective of difference in educational level of their families.

Item No. 4 - Should the occupation of any person be decided on the basis of caste?

The table 4.2.4 reveals that 33.33 per cent respondents belonging to families of low educational category have given 'Yes' response and 66.67 per cent have given 'No' response on item no. 4. The chi-square value is 16.00. It is significant at .01 level. The difference between 'Yes' and 'No' responses is not by chance but the 'No' responses are significantly higher than 'Yes' responses. Thus it can be said that majority of the respondents of this category were of the view that the occupation of a person should not be decided on the basis of caste.

Only 16 per cent respondents have responded 'Yes' and 84 per cent have responded 'No' on item no. 4. in case of respondents belonging to families of high educational category. The chi-square value is 68 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of the respondents of this category were of the opinion that the occupation of a person should not be decided on the basis of caste.

Thus it can be concluded that no difference of opinion was found between the respondents of both the categories and majority of the respondents were of the opinion that the occupation of a person should not be decided on the basis of caste.

Item No. 5 - Should caste system be abolished to bring equality in the society?

Table 4.2.5 reveals that 53.33 per cent respondents belonging to families of low educational category have given 'Yes' response and 46.67 per cent have given 'No' response on this item. The chi-square value is .54 which is not found to be significant at any of the

acceptable levels. It means that the difference in 'Yes' and 'No' responses is only due to chance and the respondents of this category were equally divided on this item.

In case of the respondents belonging to families of high educational category 78.67 per cent have responded 'Yes' and 21.33 per cent have respondend 'No' on this item. The chi-square value is 48.16 which is found to be significant at .01 level. It means that the difference between the 'Yes' and 'No' response is not due to chance and the 'Yes' responses are significantly higher than 'No' responses. The majority of the respondents were of the opinion that caste system should be abolished to bring equality in the society.

Thus it can be said that the respondents belonging to families of low educational category were divided on this item whereas majority of the respondents of high educational category opined that caste system should be abolished to bring equality in the society.

Item No. 6 - Do you pay respect to all religious?

It can be observed from table 4.2.4 that 81.33 per cent respondents belonging to families of low educational category have respondend 'Yes' and 18.67 per cent have responded 'No' on item no. 6. The chi-square value is 57.66 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents were paying due respect to all religions.

In case of high educational category, 92 per cent respondents have marked 'Yes' and 8 per cent have marked 'No' on this item. The chi-square value is 104.16. It is significant at .01 level. It means that the difference between

'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category pay respect to all religions.

Thus it can be interpreted to mean that no difference was found in the opinion of the respondents of both the categories. They had similar view on this item irrespective of difference in educational level of their families.

Item No. 7 - Do you consider all religions as equal?

The table 4.2.4 clearly indicates that 77.33 per cent respondents belonging to families of low educational category have responded 'Yes' and 22.67 per cent have responded 'No' on item no. 7. The chi-square value is 43.74 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category considered all religions as equal.

In case of high educational category, 90 per cent respondents have given 'Yes' and 10 per cent have given 'No' responses on this item. The chi-square value is 94.40 which is found to be significantly at .01 level. This means that the difference in 'Yes' and 'No' response is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category considered all religions as equal.

The respondents belonging to families of both low and high educational categories had similar view on this item irrespective of difference in educational level of their families. The respondents of both categories considered all religions as equal.

Item No. 8 - Should the people of different religions mix up with each other?

It is evident from table 4.2.4 that 72.67 per cent respondents belonging to families of low educational category have responded 'Yes' and 27.33 per cent have responded 'No' on item no. 8. The chi-square value is 29.92 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not by chance and the number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that they were of the opinion that people of different religions should mix up with each other.

94.67 per cent respondents belonging to families of high educational category have marked 'Yes' and 5.33 per cent have marked 'No' on this item. The chi-square value is 117.92 . It is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category were of the opinion that the people of different religions should mix up with each other.

Thus it can be concluded that no difference of opinion was found between the respondents of these two categories irrespective of difference in educational level of their families. They had similar views on this item and were of the opinion that people of different religions should mix up with each other.

Item No. 9 - Is it proper to fight with each other in the name of religion?

It can be observed from table 4.2.4 that 18.67 per cent respondents of low educational category have responded 'Yes' and 81.33 per cent have responded 'No' on item no . 9. The chi-square value is 57.66 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to

chance but the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the respondents of this category did not consider it proper to fight in the name of religion.

In case of high educational category, only 4 per cent respondents have marked 'Yes' and the rest 96 per cent have marked 'No' on this item. The chi-square value is 125.12 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the 'No' responses are significantly higher than 'Yes' responses. It means that the respondents of this category did not consider it proper to fight with each other in the name of religion.

The respondents of both low and high educational categories did not differ on this item irrespective of difference in educational level of their families. They had similar view on this item as they did not consider it proper to fight in the name of religion.

It is clear from the above interpretation that the respondents belonging to families of both low and high educational categories did not believe in caste system and they were also of the opinion that they should mix up with each other without considering caste factor. The respondents of both these categories opined that no person should be considered superior or inferior on the basis of caste. The respondents of both the categories were of the opinion that the occupation of a person should not be decided on the basis of caste. The opinion of the respondents belonging to families of low educational category was divided on the item- 'Whether caste system should be abolished to bring equality', whereas the respondents belonging to families of high educational category were of the view that caste system should be abolished to bring equality in the society. The respondents of both the categories had respect for all the religions and considered all religions as equal. They were also of the opinion that people of

different religions should mix up with each other. They also did not think it proper to fight with each other in the name of religion.

(e) Views of Meos on 'Beliefs and Supersitions'

The table 4.2.5 gives an account of the responses given by the Meo respondents belonging to families of both low and high educational categories on different items coverd under the aspect 'Beliefs and Superstitions', An attempt has been made to study the impact of education on the aspect 'Beliefs and Superstitions' of these respondents through analysis and interpretation of their responses as presented in the table 4.2.5.

In the light of table 4.2.5 item-wise, analysis and interpretation of 'Beliefs and Superstitions' aspect is being presented as follows:

Item No. 1 - Whether all the women of your family observe 'Pardah'?

Table 4.2.5 clearly indicates that 94 per cent respondents of low educational category have given their response in 'Yes' and 6 per cent have given their response in 'No' on item no. 1. The chi-square value is 114.40 which if found to be significant at .01 level. This means that the difference between 'Yes' and 'No' response is not by chance. Thus it can be said that in most of the Meo families of low educational category, all the women were observing 'Pardah'.

In case of high educational category, 88 per cent respondents have given their response in 'Yes' and 12 per cent in 'No' on this item. The chi-squre value is 85.12. It is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance.The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that in most of the Meo families of high educational category, all the women were also obsergaving 'Pardah'.

Table - 4.2.5

Views of Meos on 'Beliefs and Superstitions'

Item No.	*Description of Items*	*Low Educational Category* N=150			*High Educational Category* N=150		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Whether all the women of your family observe 'Pardah'?	141 (94)	9 (6)	114.40	132 (88)	18 (12)	85.12
2.	Do you go to 'Jhad Phunk - Walas' (Tantriks) also in case of your illness or illness of any family members?	84 (56)	66 (44)	1.92	32 (21.33)	118 (78.67)	48.16
3.	Do you think that 'Jhad Phunk Walas' can cure the disease?	77 (51.33)	73 (48.67)	0.06	34 (22.67)	116 (77.33)	43.74
4.	Do you believe in Black Magic (Jadu Tona)?	49 (32.67)	101 (67.33)	17.34	19 (12.67)	131 (87.33)	82.14
5.	Do you believe in fate?	127 (84.67)	23 (15.33)	70.72	108 (72)	42 (28)	28.16
6.	Do you believe in Ghosts (evil sprits)?	90 (60)	60 (40)	5.6	15 (10)	135 (90)	94.40

(Figures shown in parenthiesis inidcate percentages)

Thus it can be interpreted to mean that no difference of opinion was found between the respondents belonging to low and high educational categories irrespective of the difference in the educational background of their families.

Item No. 2 - Do you go to 'Jhad Phunk Walas' (Tantriks) also in case of your illness or illness of any family members?

The table 4.2.5 shows that 56 per cent respondents belonging to families of low educational category have responded in 'Yes' whereas 44 per cent in 'No' on item no. 2. The value of chi-square is 1.92 which is not significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is only by chance and the respondents of this category were equally divided on this item found change.

In case of high educational category, 21.33 per cent respondents have responded 'Yes' and 78.67 per cent have responded 'No' on this item. The chi-square value is 48.16. It is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses which means that the respondents of this category did not go to 'Jhad Phunk Walas' in case of their illness or illness of their family members.

Thus it can be said that the respondents belonging to families of low educational category were equally divided on this item whereas most of the respondents belonging to families of high educational category did not go to Jhad Phunk Walas in case of their illness or any family member.

Item No. 3 - Do you think that 'Jhad Phunk Walas' can cure the disease?

Table 4.2.5 reveals that 51.33 per cent respondents belonging to families of low educational category have responded 'Yes' and 48.67 per cent responded 'No' on item no. 3. The chi-square value is .06 which is not found to be significant at any of

the acceptable levels. It means that the difference in 'Yes' and 'No' responses is only due to chance. The respondents of this category were equally divided on this item.

In case of high educational category, 22.67 per cent respondents have given 'Yes' and 77.33 per cent have given 'No' response on this item. The chi-square value is 43.74 which is found be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the respondents of this category had no faith in 'Jhad Phunk Walas' and their ability to cure the disease.

Thus it can be said that the respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category were of the opinion that 'Jhad Phunk Walas' were not able to cure the disease.

Item No. 4 - Do you believe in Black Magic (Jadu Tona)?

The table 4.2.5 reveals that 32.67 per cent respondents belonging to families of low educational category have given 'Yes' response and 67.33 per cent have given 'No' response on item no.4. The chi-square value is 17.34. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The 'No' responses are significantly higher than 'Yes' responses which means the respondents of this category did not believe in Black Magic.

Only 12.67 per cent respondents belonging to families of high educational category have responded 'Yes' and 87.33 per cent have responded 'No' on this item. The chi-square value is 82.14 which significant at a 0.01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the respondents of this category also did not believe in 'Black Magic'.

Therefore, it can be said that the no difference of opinion was found between the respondents of these two categories irrespective of difference in educational level of their families. The respondents of both these categories did not believe in Black Magic (Jadu Tona).

Item No. 5 - Do you believe in fate?

Table 4.2.5 shows that 84.67 per cent respondents belonging to families of low educational category have given 'Yes' response and 15.33 per cent have given 'No' responses on item no 5. The chi-square value is 70.72 which is significant at 0.01 level. It means that the difference in 'Yes' and 'No' responses is not be chance and the number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that they believed in fate.

In case of the respondents belonging to families of high educational category, 72 per cent have given their response in 'Yes' whereas 28 per cent have given their response in 'No' on this item. The chi-square value is 28.16 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' response is not due to chance. The number of 'Yes' responses is higher than 'No' responses. This means that the respondents of this category also believed in fate.

Thus it can be said that no difference was found in the opinion of the respondents belonging to families of both high and low categories irrespective of difference in educational level of their families. They had similar views on this item and the respondents of both these categories believed in fate.

Item No. 6 - Do you believe in Ghosts (evil spirits)?

Table 4.2.5 reveals that 60 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 40 per cent have given 'No' on item no . 6. The chi-square value is 5.6 which is found to be significant at 0.05 level. It means that the difference in 'Yes' and 'No' response is not due

to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the respondents of this category believed in ghosts. The table clearly shows that 90 respondents, who had given their response in 'Yes' believed in the existence of ghosts. When these respondents who responded in 'Yes' (believed in ghosts) were further asked whether they believed Ghosts could do harm to anybody or anybody's family. All of them responded that ghosts could do that also.

In case of the respondents belonging to families of high educational category, only 10 per cent have given their response in 'Yes' and rest 90 per cent have given their opinion in 'No' on this item. The chi-square value is 94.40 which is significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the majority of the respondents of this category did not believe in ghosts. Only 15 respondents of this category believed in the existence of ghosts. When these respondents who responded in 'Yes' (believed in ghosts) were further asked whether they believed Ghosts could do harm to anybody or his family. All of them were of the opinion that ghosts could do that also. These 15 were also of the opinion that ghosts could do harm to anybody or anybody's family.

Therefore, it can be concluded that there was difference of opinion between the respondents belonging to families of low and high educational categories on this item in relation to educational background of their families. Majority of the respondents belonging to families of low educational category believed in ghosts and they were of the opinion that ghosts could do harm to anybody or anybody's family whereas majority of the respondents belonging to families of high educational category did not believe in ghosts.

The above interpretation reveals that most of the women belonging to families of both low and high educational categories were observing 'Pardah". On the item - Do you go to "Jhad Phunk Walas" (Tantriks) in case of illness, the respondents belonging to families of low educational category were equally divided. Most of the respondents belonging to families of high educational category were not going to 'Jhad Phunk Walas' in case of their illness. The respondents belonging to families of low educational category, were also equally divided on the item - "Whether 'Jhad Phunk Walas' can cure the diseases". The respondents belonging to families of high educational category did not believe that 'Jahd Phunk Walas' could cure the diseases. The respondents belonging to families of both these categories did not believe in black magic whereas they believed in fate. The respondents belonging to families of low educational category believed in ghosts and they were also of the opinion that ghosts could do harm to anybody or his family. On the other hand, the respondents belonging to families of high educational category did not believe in ghosts.

(f) Views of Meos on 'Social evils and anti - Social activities'

The table 4.2.6 gives an account of the responses given by the Meo respondents belonging to families of both low and high educational categories on different items covered under the aspect 'Social evils and anti - Social activities'. An attempt has been made to study the impact of education on the aspect -'Social evils and anti-Social activities' of these respondents through analysis and interpretation of their responses as presented in the table 4.2.6

In the light of table 4.2.6 item-wise analysis and interpretation of 'Social evils and anti-Social activities' aspect is being presented as follows:

Table - 4.2.6

Views of Meos on 'Social Evils and Anti-Social Activites'

Item No.	*Description of Item*	*Low Educational Category N=150*			*High Educational Category N=150*		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Do you believe in dowry system prevalent in your society?	58 (38.67)	92 (61.33)	7.26	32 (21.33)	118 (78.67)	48.16
2.	Do you think that giving or demanding of dowry is a good practice?	66 (44)	84 (56)	1.92	30 (20)	120 (80)	52.80
3.	Has your family accepted or given dowry in the marriage(s)?	82 (54.66)	68 (45.34)	1.13	34 (22.67)	116 (77.33)	43.74
4.	Will you demand dowry in the marriage of your son(s)?	55 (36.67)	95 (63.33)	10.14	32 (21.33)	118 (78.67)	48.16
5.	Are you in favour of widow marriage?	127 (84.66)	23 (15.34)	70.72	132 (88)	18 (12)	85.12
6.	Are you in favour of the prevalent practice of child marriage in your community?	94 (62.67)	56 (37.33)	9.12	54 (36)	96 (64)	11.20

7.	Do you believe in untouch-ability?	65 (43.33)	85 (56.67)	2.40	19 (12.67)	131 (87.33)	82.14
8.	Is any member of your family involved in committing crime/ offences?	41 (27.33)	109 (72.67)	29.92	26 (17.33)	124 (82.67)	62.72
9.	Is your family having any relations with such persons who are involved in crimes?	25 (16.67)	125 (83.33)	65.34	12 (8)	138 (92)	104.16
10.	Do your family have enmity with any other family?	90 (60)	60 (40)	5.6	20 (13.33)	130 (86.67)	79.20
11.	Do you think past (old) enmity be continued for ever?	94 (62.67)	56 (37.33)	9.12	12 (8)	138 (92)	104.16
12.	Is any trial going on against you or any member of your family in court of law?	53 (35.33)	97 (64.67)	12.32	25 (16.67)	125 (83.33)	65.34

(Figures shown in parenthesis indicate percentages)

Item No. 1 - Do you believe in dowry system prevalent in your society?

It is evident from table 4.2.6 that 38.67 per cent respondents belonging to families of low educational category have given their response in 'Yes' whereas 61.33 per cent have given in 'No' on item no. 1. The chi-square value is 7.26. It is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses which means that the respondents of this category did not believe in dowry system.

In case of high educational category, 21.33 per cent respondents have given 'Yes' responses whereas 78.67 per cent have given 'No' on this item. The chi-square value is 48.16 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. It indicates that the respondents of this category did not believe in dowry system.

Thus it can be interpreted to mean that there was found no difference of opinion between the respondents belonging to families of both high and low educational categories irrespective of difference in educational background of their families. The respondents of both these categories did not believe in dowry system.

Item No. 2 - Do you think giving or demanding of dowry is a good practice?

The above table 4.2.6 shows that 44 per cent respondents belonging to families of low educational category have responded 'Yes' and 56 per cent have responded 'No' on item no. 2. The chi-square value is 1.92 which is not found to be significant at any of the acceptable levels. It means that the

difference between 'Yes' and 'No' responses is only due to chance. The respondents of this category were equally divided on this item.

In case of high educational category, 20 per cent respondents have given 'Yes' response and 80 per cent have given 'No' response on this item . The chi-square value is 52.80 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. It indicates that majority of the respondents of this category were of the opinion that giving or demanding of dowry is not a good practice.

The respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category did not consider giving or demanding of dowry as a good practice.

Item No. 3 - Has your family accepted or given dowry in the marriage (s)?

Table 4.2.6 indicates that 54.66 per cent respondents belonging to families of low educational category have responded 'Yes' and 45.34 per cent have responded 'No' on item no. 3. The chi-square value is 1.13 which is not found to be significant on any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is only due to chance. The respondents of this category were equally divided on this item.

In case of high educational category, 22.67 per cent respondents have responded in 'Yes' and whereas 77.33 pre cent have responded 'No' on this item. The chi-square value is 43.74 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The 'No' responses are significantly higher than 'Yes' responses. Thus it can be said that majority of the families of this category had not accepted or given dowry in the marriage(s).

It can be interpreted to mean that the respondents of low educational category were equally divided on this item whereas majority of the families belonging to high educational category had not accepted or given dowry in the marriage(s).

Item No. 4 - Will you demand dowry in the marriage of your son (s)?

It can be seen from table 4.2.6 that 36.67 per cent respondents belonging to families of low educational category have given 'Yes' response and 63.33 per cent have given 'No' response on item no. 4. The chi-square value is 10.14 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the respondents of this category were of the opinion that they would not demand dowry in the marriage of their son(s).

In case of high educational category, 21.33 per cent respondents have given 'Yes' response whereas 78.67 per cent have given 'No' response. The chi-square value is 48.16. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the respondents of this category were also of the view that they would not demand dowry in the marriage of their son(s).

The respondents belonging to families of both low and high educational categories had similar views on this item irrespective of difference in educational background of their families.

Item No. 5 - Are you in favour of widow marriage?

It is revealed from table 4.2.6 that 84.66 per cent and 15.34 per cent respondents belonging to families of low educational

category have given their response in 'Yes' and 'No' respectively on item no. 5. The chi-square value is 70.72 found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were in the favour of the widow marriage.

In case of high educational category, 88 per cent respondents have responded 'Yes' and 12 per cent have responded 'No' on this item. The chi-square value is 85.12. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category were also in favour of widow marriage.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of low and high educational categories irrespective of difference in educational background of their families. They had similar view on this item and were in favour of widow marriage.

Item No. 6 - Are you in favour of prevalent practices of child marriage in your community.

The table 4.2.6 reveals that 62.67 per cent respondents belonging to families to low educational category have given their response in 'Yes' and 37.33 per cent in 'No' on item no.6. The chi-square value is 9.12 which is found to be significant at 0.01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were in favour of child marriage.

In case of high educational category, 36 per cent respondents have given their response in 'Yes' and 64 per cent

have given in 'No' on this item. The chi-square value is 11.20 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of the respondents of this category were not in favour of child marriage.

Therefore, it can be interpreted to mean that there was difference of opinion between the respondents of both high and low categories in relation to educational level of the their families. The respondents belonging to families of low educational category were in favour of child marriage whereas the respondents belonging to families of high educational category were not in its favour.

Item No. 7 - Do you believe in untouchability?

It is clear from table 4.2.6 that 43.33 per cent respondents belonging to families of low educational category have given their response in 'Yes' whereas 56.67 per cent have given in 'No' on item no. 7. The chi-square value is 2.40 which is not found to be significant at any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is due to chance only. The respondents of this category were equally divided on this item.

In case of high educational category, only 12.67 per cent respondents have given their response in 'Yes' and 87.33 per cent in 'No' on this item. The chi-square value is 82.14 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the respondents of this category did not believe in untouchability.

Thus it can be concluded that the respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category did not believe in untouchability.

Item No. 8 - Is any member of your family involved in committing crimes/offences?

Table 4.2.6 reveals that 27.33 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 72.67 per cent have given in 'No' on item no. 8. The chi-square value is 29.92 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' response. Therefore, it can be said that majority of the respondents of this category clearly stated that there was no member of their family involved in committing crimes.

In case of high educational category, 17.33 per cent respondents have marked 'Yes' response whereas 82.67 per cent have marked 'No' on this item. The chi-square value is 62.72. It is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Majority of the respondents of this category also stated that there was no member of their family involved in committing crimes.

Thus it can be interpreted to mean that the respondents belonging to families of both the categories had similar view on this item irrespective of difference in educational level of their families. They responded that none of their family members was involved in committing crimes/offences.

Item No. 9 - Is your family having any relations with such persons who are involved in crimes?

The table 4.2.6 clearly indicates that 16.67 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 83.33 per cent in 'No' on item no. 9. The chi-square value is 65.34 . It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No'

responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of the respondents of this category were of the opinion that their families had no relations with such persons who were involved in crimes.

In case of high educational category, only 8 per cent respondents have marked 'Yes' and the rest 92 per cent have marked 'No' on this item. The chi-square value is 104.16 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No; responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the majority of the respondents of this category were also of the opinion that their families had no relations with such persons who were involved in crimes.

Therefore, it can be interpreted to mean that no difference was found in the opinion of respondents belonging to families of low and high educational categories irrespective of difference in educational background of their families. The respondents of both these categories were of the opinion that their families had no relations with such persons who were involved in crimes.

Item No. 10 - Do your family have enmity with any other family?

Table 4.2.6 reveals that 60 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 40 per cent in 'No' on item no. 10. The chi-square value is 5.6 which is found to be significant at .05 level. It means that the difference in 'Yes' and 'No' response is not due to chance. The number of 'Yes' responses (90) is significantly higher than 'No' (60) . Therefore, it can be said that majority of the families of this category had enmity with other families. These 90 respondents whose families had enmity with other families were further asked if such enmity was still going on (continue), 70 respondents out of 90 stated that it was still going on whereas only 20 indicated that now it was not going on (settled).

In case of high educational category, 13.33 per cent respondents have given their response in 'Yes' whereas 86.67 per cent have given their response in 'No' on this item. The chi-square value is 79.20 which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance. The number of 'No' responses (130) is significantly higher than 'Yes' response (20). Thus it can be said that the majority of this category had no enmity with other families. Only 20 families of this category had enmity with other families. These respondents, whose families had enmity with other families were further asked if such enmity is still going on, 14 respondents out of 20 had stated that now it was not going on (settled) whereas the remaining six respondence indicated that it was still going on (continue).

Thus it can be concluded that majority of the families belonging to low educational category had enmity with other families whereas the families belonging to high educational category had no enmity with any family. Thus it can be said that there was difference of opinion between the respondents of low and high educational categories on this item in relation to educational background of their families.

Item No. 11 - Do you think past (old) enmity be continued for ever?

Table 4.2.6 clearly indicates that 62.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and whereas 37.33 per cent in 'No' on item no. 11. The chi-square value is 9.12 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses, therefore, it can be said that majority of the respondents of this category were of the opinion that past enmity should be continued for ever.

In case of high educational category, only 8 per cent respondents have responded 'Yes' and 92 per cent have responded

'No' on this item. The chi-square value is 104.16. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that most of the respondents were of the opinion that past enmity should not be continued for ever.

Thus it can be interpreted to mean that there was difference of opinion between the respondents belonging to families of low and high educational categories. The respondents belonging to families of low educational category were of the opinion that past enmity should be continued for ever whereas the respondents belonging to families of high educational category were of the opinion that it should not be continued for ever.

Item No. 12 - Is any trial going on against you or any member of your family in court of law?

It can be observed from table 4.2.6 that 35.33 per cent respondents belonging to families of low educational category have respondend 'Yes' and 64.67 per cent have responded in 'No' on item no. 12. The chi-square value is 12.32 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses (97) is higher than 'Yes' responses (53). Thus it can be said that majority of the respondents were of the opinion that no trial was going on against them or any member of their family in court of law. Only 53 respondents accepted that trial was going on against them or some member of their family.

In case of the respondents belonging to families of high educational category, only 16.67 pre cent have given their response in 'Yes' and the remaining 83.33 per cent in 'No' on this item. The chi-square value is 65.34 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore,

it can be said that most of the respondents of this category were of the opinion that no trial was going on against them or any member of their family. Only 25 respondents of this category accepted that trial was going on against them or any member of their family.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents belonging to families of low educational category and high educational category on this item irrespective of difference in the educational background of their families. They had similar views on this item. Majority of the respondents of both these categories indicated that no trial was going on against them or any members of their family.

The respondents belonging to both low and high educational categories who had given their response in 'Yes' on this item (no.12) were further asked: 'What type of case was that for which trial was going on in court of law'?

The response of those respondents are being presented in the table 4.2.6.1

Table - 4.2.6.1

Involvement of Meos in Offences

Item No	*Nature of Case*	*Respondents of low Educational Category N=53*	*Respondents of High Educational Category N=25*
(i)	Criminal	15	8
(ii)	Civil	42	22

The above given table 4.2.6.1 shows that 15 respondents belonging to families of low educational category accepted that some type of criminal case was going on against them in a court of law whereas 42 respondents of the same category indicated that civil cases were going on against them. Most of these cases were related to land disputes.

In case of high educational category, only 8 respondents accepted that some type of criminal case was going on against them whereas 22 respondents accepted that some civil cases were going on against them.

The above interpretation clearly shows that majority of the respondents belonging to families of low and high educational categories did not believe in the dowry system prevalent in their society. The respondents belonging to families of low educational category were equally divided on the question - 'Do you think giving and demanding of dowry was a good practice', whereas the respondents of high educational category were of the opinion that it was not a good practice. The respondents belonging to families of low educational category were equally divided on the item - 'Has your family accepted or given dowry in the marriage', whereas the majority of the respondents belonging to families of high educational category indicated that their family had not accepted or given dowry in the marriages. Majority of the respondents belonging to families of both high and low categories were of the opinion that their families would not demand dowry in the marriage of their son(s). The majority of the respondents of both these categories were in favour of widow marriage. Majority of the respondents belonging to families of low educational category were in favour of child marriage whereas majority of the respondents belonging to families of high educational category were not in favour of child marriage. The respondents belonging to families of low educational category were equally divided on the question - 'Do you believe in untouchability', whereas majority of the respondents belonging to families of high educational category did not believe in untouchability. Majority of the respondents belonging to families of both low and high categories were of the opinion that no member of their family was involved in committing crimes/ offences. They were also of the opinion that their families had no relations with such persons who are involved in crimes.

Majority of the respondents belonging to families of low educational category accepted that their families had enmity with other families whereas majority of the respondents belonging to families of high educational category indicated that their family had no enmity with any other family. Majority of the respondents belonging to families of low educational category were of the opinion that past enmity should be continued for ever whereas majority of the respondents belonging to families of high educational category were not in that favour (continuance). Majority of the respondents belonging to families of both low and high educational categories indicated that no trial was going on against them or any member of their family in court of law.

(g) 'General Awareness' among Meos

The table 4.2.7 gives an account of the responses given by the Meo respondents belonging to families of both low and high educational categories on different items covered under the aspect 'General Awareness'. An attempt has been made to study the impact of education on the aspect - 'General Awareness' of these respondents through analysis and interpretation of their responses as presented in table 4.2.7.

In the light of table 4.2.7, item wise, analysis and interpretation of 'General Awareness' aspect is being presented as follows:

Item No.1 - Can you read newspaper.'

Table 4.2.7 shows that 16.67 per cent respondents belonging to families of low educational category have responded in 'Yes' whereas 83.33 per cent in 'No' on item no. 1. The chi- square value is 65.34 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that majority of the respondents of this category were not able to read newspaper

Table - 4.2.7

'General Awareness' Among Meos

Item No.	*Description of Items*	*Low Educational Category N=150*			*High Educational Category N=150*		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Can you read newspaper?	25 (16.67)	125 (83.33)	65.34	94 (37.33)	56	9.12
2.	Can you explain your problems properly indifferent Govt. offices?	49 (32.67)	101 (67.33)	17.34	109 (72.67)	40 (27.33)	29.92
3.	Do you feel that your region is backward as compared to others regions of Haryana?	119 (79.33)	31 (20.637)	50.46	118 (78.67)	32 (21.33)	48.16
4.	Have yor heard about Mewat Development Board /Agency?	66 (44)	84 (56)	1.92	132 (88)	18 (12)	85.12
5.	Do you consult a doctor during your illness?	90 (60)	60 (40)	5.60	142 (94.67)	8 (5.33)	117.92
6.	Do you have some information about vaccination of children under immunization programme of health department?	99 (66)	51 (34)	14.72	127 (84.67)	23 (15.33)	70.72
7.	Do you prefer to elect the educated persons as Sarpanch and Panch of your village Panchayat?	82 (54.67)	68 (45.33)	1.13	137 (91.33)	13 (8.67)	100.86

(Figures shown in parenthesis incicate percentages)

62.67 per cent respondents belonging to families of high educational category have given their response in 'Yes' whereas 37.33 per cent in 'No' on this item. The chi-square value is 9.12 which is significant at .01 level It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' response is significantly higher than 'No' responses. Thus it can be said that majority of the respondents of this category were able to read newspaper.

The respondents, who had given their response in 'Yes' were further asked: whether they read that newspaper daily? 25 respondent belonging to families of low educational category and 94 respondents belonging to families of high educational category had given their response in 'Yes' on item no. 1. Their responses are given in the following table 4.2.7.1.

Table - 4.2.7.1

Habit of 'Newspaper Reading' Among Meos

Reading of News Papers	*No of Respondents of Low Educational Category N=25*	*No of Respondents of High Educational Category N=94*
Regular readers (Daily)	12	63
Casual readers (Sometimes)	13	31

The above table 4.2.7.1 shows that out of the 25 respondents belonging to families of low educational category, who were reading newspaper, 12 were reading the newspaper daily whereas 13 were casual readers. Among the 94 respondents belonging to high educational category who were reading newspaper, 63 were regular newspaper readers and 31 were casual readers.

Thus it can be interpreted to mean that there was difference of opinion between the respondents belonging to low and high educational categories. The respondents belonging to low educational category were of the opinion that they were not able to read the newspaper whereas the respondents belonging to high educational category were of the opinion that they can read it and most of the respondents of this category, who can read the newspaper, read it daily.

Item No. 2 - Can you explain your problems properly in different Government offices?

Table 4.2.7 clearly indicates that 32.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and 67.33 per cent have responded in 'No' on item no. 2. The chi-square value is 17.34 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The respondents of this category were of the opinion that they could not explain their problems in offices.

In case of high educational category, 72.67 per cent respondents have expressed their opinion in 'Yes' and 27.33 per cent in 'No' on this item. The chi-square value is 29.92 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' response is significantly higher than 'No' response. Therefore, it can be said that majority of the respondents of this category were of the opinion that they could explain their problems properly in government offices.

Thus it can be interpreted to mean that there was difference of opinion between the respondents of low and high educational category. The respondents belonging to low educational category were of the opinion the they could not explain their problems properly in government offices whereas the respondents belonging to high educational category were of the opinion that they could explain their problems properly in government offices.

Item No. 3 - Do you feel that your region is backward as compared to other regions of Haryana?

It can observed from table 4.2.7 that 79.33 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 20.67 per cent in 'No' on item no. 3. The chi-square value is 50.46 which is found to be significant at .01 level. This means that the difference in 'Yes' and 'No'

responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that majority of the respondents were of the opinion that their region was backward as compared to other parts of Haryana.

78.67 per cent respondents belonging to families of high educational category have given their response in 'Yes' and 21.33 per cent in 'No' on this item. The chi-square value is 48.16 which is significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were of the opinion that their region was backward as compared to other regions of Haryana.

119 respondents belonging to families of low educational category and 118 respondents belonging to families of high educational category were of the opinion that their region was backward as compared to other parts of Haryana. Those respondents who had given their response in 'Yes' were further asked : What are the reasons of this backwardness? The reasons suggested by them are given in following table 4.2.7.2

Table - 4.2.7.2

Views of Meos Regarding Backwardness of Mewat

No.	*Reasons of Backwardness*	*No of Respondents belonging to Low Educational Category N=119*	*No of Respondents belonging to High Educational Category N=118*
(i)	High rate of illiteracy	112	118
(ii)	Unemployment	97	104
(iii)	Lack of irrigation facilities/water resources	103	87
(iv)	Lack of interest of local political leaders	43	52
(v)	Other reasons	35	43

The above given table 4.2.7.2 clearly shows that amongst those 119 respondents belonging to families of low educational category who were of the opinion that their region was backward, 112 respondents were on the opinion that high rate of illiteracy or lack of education in this region was the main cause of its backwardness. Again 97 were of the opinion that unemployment was its cause. 103 respondents of the same group also considered lack of irrigation facilities / water resources as the main cause of this area's backwardness. In the views of 43 respondents local political leaders were responsible for this backwardness of their region. They indicated that these local leaders were not taking interest in the development of this area. 35 respondents had given some other reasons like poverty, low agricultural production, ignorance, large size of families, Physiography of the area (hilly) etc. for its backwardness. These people pointed out that the developmental plans started by the government were not reaching to them.

Amongst those 118 respondents belonging to families of high educational category, who considered this region as backward, all of them (118) indicated that high rate of illiteracy was the main cause of the this backwardness. Again 104 respondents also considered unemployment as one of the reasons, 87 were of the view that lack or irrigation facilities was the reason, 52 respondents opined that local political leaders were responsible for this backwardness due to lack of interest for development. 43 respondents were of the opinion that rigidity of Meos, poverty, absence of industries, physiography of the area (hilly), ignorance and large size of their were families were the main causes of backwardness of this region.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both low and high categories. They had similar views on this item irrespective

of the difference in educational level of their families. The respondents of both these categories were of the opinion that their region was backward as compared to other regions of Haryana and the main causes of this backwardness were high rate of illiteracy, lack of education, unemployment and lack of irrigation facilities.

Item No. 4 - Have you heard about Mewat Development Board/ Agency?

It can be observed from the table 4.2.7 that 44 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 56 per cent in 'No' on item no. 4. The chi-squre value is 1.92. It is not found to be significant at any of the acceptable levels. This means that the difference in 'Yes' and 'No' responses is due to chance. The respondents of this category were equally divided on this item.

In case of high educational category 88 per cent respondents have given their opinion in 'Yes' and 12 per cent in 'No' on this item. The chi-square value is 85.12 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that most of the respondents were knowing about Mewat Devel-opment Board/Agency.

66 respondents belonging to families of low educational category and 132 respondents belonging to families of high educational category were knowing about Mewat Development Board/Agency. Those respondented, who answered the above question in 'Yes' were further asked about the type of developmental activities being carried out by Mewat Devel-opment Board/Agency.

The responses of those 66 respondents belonging to families of low educational category and 132 respondents belonging to families of high educational category are given in the following table 4.2.7.3.

Table - 4.2.7.3

Views of Meos Regarding the Developmental Activities of Mewat Development Board / Agency

No.	*Types of Developmental Activities Carried out By MDB/MDA*	*Views of Respondents belonging to Low Educational Category N -66*	*Views of Respondents belonging to High Educational Category N=132*
(i)	Activities related to Education	58	132
(ii)	Activities related to Agriculture	15	85
(iii)	Water supply	24	103
(iv)	Opening of I.T.I's	10	125
(v)	Residential housing colonies		40

The table 4.2.7.3 shows that 58 out of total 66 respondents belonging to families of low educational category were of the opinion that MDA was organizing some activities related to education in their region like opening of Mewat Model Schools, construction of school buildings and giving stipend to poor students etc. 15 respondents indicated that this agency had done some efforts in the field of agriculture also such as organisation of training camps and subsidy on tubewells. 24 respondents were of the view that water supply facility in their villages was provided by MDA. 10 respondents indicated that MDA had set up industrial training institutes.

All the 132 respondents belonging to families of high educational category were of the opinion that MDA was organising some activities related to education in their region like opening of Mewat Model Schools, construction of school buildings, coaching, computer training etc. 85 respondents of this category were aware of some activities related to agriculture, which were being organised by MDA; 103 respondents indicated that MDA had provided drinking water facility in their village. 125 respondents revealed

that MDA had set up three I.T.I's in their region, 40 respondents were of the opinion that MDA had built housing colonies.

Item No. 5 - Do you consult a doctor during your illness?

Table 4.2.7 reveals that 60 per cent respondents of low educational category have given 'Yes' response and 40 per cent have given 'No' response on item no. 5. The chi-square value is 5.60 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that majority of the respondents were consulting doctors in case of their illness.

94.67 per cent respondents of high educational category have given their response in 'Yes' and 5.33 per cent in 'No' on this item. The chi-square value is 117.92 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the respondents of this category were consulting doctors during their illness.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of these two categories on this item irrespective of difference in the educational background of their families. They had similar views on this item and were consulting doctors during their illness.

Item No. 6 - Do you have some information about vaccination of children under immunization programme of health department.?

The table 4.2.7 indicates that 66 per cent respondents of low educational category responded in 'Yes' and 34 per cent 'No' on item no. 6. The chi-square value is 14.72 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the respondents of this category were knowing about the immunization programme.

In case of high educational category, 84.67 per cent respondents have given 'Yes' response and 15.33 per cent have given 'No' response on this item. The chi-square value is 70.72 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents were aware of the immunization programme.

As it is evident that 99 respondents of low educational category and 127 respondents of high educational category had given their responses in 'Yes' on item no. 6. These respondents, who had given their answer in 'Yes' were further asked about the vaccination of their children under immunization programme.

'Had they taken their children to Health Centre for Vaccination?'

In response to this question all those respondents responded in 'Yes' which means that they had got their children vaccinated under immunization programme of health department.

Thus it can be concluded that the respondents of low and high educational categories did not differ on this item with regard to vaccination of children irrespective of difference in educational background of their families. They had similar views on this issue.

Item No. 7 - Do you prefer to elect the educated persons as Sarpanch and Panch of your village Panchayat?

Table 4.2.7 clearly reveals that 54.67 per cent respondents of low educational category have given their response in 'Yes' and 45.33 per cent in 'No' on item no. 7. The chi-square value is 1.13 which is not found to be significant at any of the acceptable levels. This means that the difference in 'Yes' and 'No' responses is due to chance. The respondents of this category were equally divided on this item.

In case of high educational category 91.33 per cent respondents have given their response in 'Yes' and 8.67 per cent in 'No' on this item. The chi-square value is 100.86. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the respondents of this group preferred to elect the educated persons as sarpanch and panch of their village panchayat.

The respondents of low educational category were equally divided on this item whereas the respondents of high educational category preferred to elect the educated persons as sarpanch and panch of their village panchayats.

It becomes clear from the above interpretation that the respondents belonging to low educational were of the opinion that they were not able to read the newspaper whereas the respondents belonging to high educational category were able to read the newspaper. The respondents belonging to low educational category were of the opinion that they could not explain their problems properly in government offices whereas the respondents belonging to high educational category were of the opinion that they could explain their problems in government offices properly. The respondents belonging to both the categories were of the same view that their region was backward as compared to other regions of Haryana. They considered illiteracy/ lack of education, unemployment, lack of irrigation facilities, apathetic attitude of their local political leaders as the reasons of this backwardness. The respondents belonging to low educational category were equally divided on the item - whether they had heard about the Mewat Development Board /Agency (MDB / MDA), whereas the respondents belonging to high educational category indicated that they were knowing about Mewat Development Board /Agency and its activities. The respondents belonging to both low and high educational categories consult

doctors during their illness and they had got their children vaccinated under immunization programme of health department. The respondents of both the categories indicated that they preferred to elect the educated persons as sarpanch and panch of their village panchayats.

4.2.2 Impact of Education on Economic Development of Meos

In this part, analysis and interpretation of data regarding impact of education on economic department of Meos has been done. The same is presented as under :

The responses given by the Meo respondents belonging to families of both low and high educational categories on different items covered under the aspect Economic Development are given in table 4.2.8.

In the light of table 4.2.8 item-wise analysis interpretation of 'Economic Development' aspect is being presented as follows:

Item No. 1 - Is any female member of your family engaged in any economic activity?

It can be observed from 4.2.8 table that only 22.67 per cent respondents belonging to families of low educational category have given their response in 'Yes' and the rest 77.33 per cent in 'No' on this item no. 1. The chi-square value is 43.74. It is found to be significant at .01 level. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that in the majority of the families belonging to this category none of the female members of the family was engaged in any economic activity. There were only 34 families of this category whose female members were engaged in some economic activities.

In case of the respondents belonging to families of high educational category, 25.33 per cent have expressed their opinion in 'Yes' and 74.67 per cent in 'No' on this item. The chi- square

Table 4.2.8

Views of Meos on the Aspect of 'Economic Development'

Item No.	*Description of Item*	*Low Educational Category* N=150			*High Educational Category* N=150		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Is any female member of your family enagaged in any economic activity?	34 (22.67)	116 (77.33)	43.74	38 (25.33)	112 (74.67)	35.52
2.	Are you satisfied with your income/ earnings, keeping in view the educational background of your family?	98 (65.33)	52 (34.67)	13.5	109 (72.67)	41 (27.33)	29.92
3.	Do you also get some income through your live-stock?	130 (86.67)	20 (13.33)	79.20	92 (61.33)	58 (38.67)	7.26
4.	Is your income sufficient to meet your domestic needs/ expenditure?	32 (21.33)	118 (78.67)	48.16	90 (60)	60 (40)	5.60
5.	Are you saving some part of your income?	78 (52)	72 (48)	0.17	94 (62.67)	56 (37.33)	9.12
6.	Have you taken any loan from any agency?	31 (20.67)	119 (79.33)	50.46	65 (43.33)	85 (56.67)	2.40
7.	Do you use tractor and other implements in your agriculture work?	56 (37.33)	94 (62.67)	9.12	88 (58.67)	62 (41.33)	4.16

8.	Do you have any information about the high yielding variteis of seeds for different crops?	80 (53.33)	70 (*46.67)	0.54	98 (65.33)	52 (34.67)	13.5
9.	Do you use fertilizers in your fields for increasing agricultural production?	112 (74.67)	38 (25.33)	35.53	106 (70.67)	44 (29.33)	24.80
10	Do you have the knowledge information about the new scientific and improved methods of agriculture?	85 (56.67)	65 (43.33)	2.40	134 (89.33)	16 (10.67)	91.26
11.	Do you spray insecticides and pesticides in your crops?	90 (60)	60 (40)	5.60	106 (70.67)	44 (29.33)	24.80
12.	Have you ever taken the soil of your fields to the soil testing laboratory for its testing.?	20 (13.33)	130 (86,67)	79.20	48 (32)	102 (68)	18.72
13.	Do you consult the agriculture development offiecers as and when you face any problem regarding crops/ agriculture?	60 (40)	90 (60)	5.60	96 (64)	54 (36)	11.20
14.	Do you have any idea of cooprative society and its functioning?	97 (64.67)	53 (35.33)	12.32	119 (79.33)	31 (20.67)	50.46
15.	Are you a member of any cooperative society?	24 (16)	126 (84)	68 (54)	81 (46)	69	.80

(Figures shown in parenthesis indicate percentages)

Note: Item no 16 & 17 of 'Economic Development' aspect and responses of respondents on these items are not given in this table. Description of these items have been given in the item -wise analysis and interpretation of this table in the following pages.

value is 35.52 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the respondents belonging to families of high educational category indicated than none of the female members of their family was engaged in any economic activity. Only 38 respondents belonging to families of this category had revealed that female members of their family were engaged in economic activities.

Thus it can be said that the respondents belonging to families of both low and high educational categories had similar view on this item irrespective of difference in educational background of their families. Majority of them had indicated that no female member of their family was engaged in any economic activity.

Those respondents belonging to families of both low and high educational categories, who had given their response in 'Yes' on the above item (no.1), were further asked about the type of economic activity their female members were engaged in. Their responses for the same are given in the following table 4.2.8.1.

Table 4.2.8.1

Participation of Meo Women in Different Economic Activities

Item No.	*Type of Economic Activity Women are Enagaged in*	*No. of Families Belonging to Low Educational Category N=34*	*No. of Families Belonging to High Educational Category N=38*
(i)	Labour	20	15
(ii)	Government Jobs	3	6
(iii)	Jobs in private sector	4	11
(iv)	Handicrafts	7	6

The above table 4.2.8.1 reveals that there were 20 families of low educational category whose female members were engaged in labour activities whereas there were 3 families whose female

members were in government jobs, 4 families were having their female members in various types of jobs in private sector and female members of 7 families were engaged in handicraft activities.

In case of high educational category, there were 15 families whose female members were engaged in labour activities, 6 families had their female members in government jobs, female members of 11 families were in private sector jobs and there were 6 families whose female members were engaged in handicraft activities.

Item No. 2 - Are you satisfied with your income/ earnings keeping in view the educational background of your family?

The table 4.2.8 clearly indicates that 65.33 per cent respondents belonging to families of low educational category have responded in 'Yes' and 34.67 per cent in 'No' on item no. 2. The chi-square value is 13.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were satisfied with their income.

In case of the respondents belonging to families of high educational category, 72.67 per cent have given their response in 'Yes' and 27.33 per cent in 'No' on this item. The chi - square value is 29.92, which is significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses . Thus it can be said that majority of the respondents of this category were satisfied with their income.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of high and low categories inspite of difference in educational background

of their families. The respondents belonging to families of both these categories were satisfied with their income keeping in view the educational background of their family.

Item No. 3 - Do you also get some income through your live stock?

Table 4.2.8 clearly shows the 86.67 per cent respondents belonging to families of low educational category have given 'Yes' response and 13.33 per cent have given 'No' response on item no. 3. The chi-square value is 79.20 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the respondents of this category were also getting some part of their income through live stock.

In case of the respondents belonging to families of high educational category, 61.33 per cent have responded in 'Yes' whereas 38.67 per cent in 'No' on this item. The chi-square value is 7.26 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were also getting some income through live stock.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both high and low educational categorized inspite of the difference in educational background of their families. Families of both the categories were getting some additional income from live stock.

Item No. 4 - Is your income sufficient to meet your domestic needs/ expenditure?

The table 4.2.8 clearly reveals that 21.33 per cent respondents belonging to families of low educational category have given

their response in 'Yes' and 78.67 per cent in 'No' on item no. 4. The chi-square value is 48.16 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that the respondents of this category were of the opinion that their income was not sufficient to meet their domestic needs.

In case of the respondents belonging to families of high educational category, 60 per cent respondents have said 'Yes' and 40 per cent have said 'No' on this item. The chi-square value is 5.60 which is found to be significant at .05 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the majority of the respondents of this category were of the opinion that their income was sufficient to meet their domestic needs.

Thus it can be interpreted to mean that the there was difference of opinion between the responses of respondents of both low and high educational categories in relation to educational background of their families. The respondents of low educational category were of the opinion that their income was not sufficient to meet their domestic needs whereas the respondents of high educational category were of the view that their income was sufficient to meet their domestic needs.

Item no. 5 - Are you saving some part of your income ?

The table 4.2.8 indicates that 52 per cent respondent belonging to families of low educational category have given their opinion in 'Yes' and 48 per cent in 'No' on item no. 5. The chi-square value is . 17 which is found to be significant at any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is due to chance. The respondents of this category were divided on this item. Only 78 respondents of this category were saving some part of their income (out of total 150 respondents of this category)

In case of the respondents belonging to families of high educational category, 62.67 per cent have given 'Yes' response and 37.33 per cent have given 'No' response on this item. The chi-square value is 9.12 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the majority of the respondents of this category were saving some part of their income. 94 respondents of this category were saving some part of their income (out of 150 respondents of this category).

The respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category were saving some part of their income.

The respondents, who had given their response in 'Yes' on the above item, were further asked as to how they were saving it?

Through schemes of : (i) Banks (ii) Post office

(iii) Life insurance (iv) Any other

The responses of those 78 respondents belonging to families of low educational category and 94 respondents belonging to families of high educational category, who were saving some part of their income are given in following table 4.2.8.2

Table - 4.2.8.2

Means/Schemes of Saving Adopted by Meos

No.	*Savings Through*	*Families Belonging to Low Educational Category N=78*	*Families Belonging to High Educational Category N=94*
(i)	Bank deposits	40	61
(ii)	Deposits in Post Office	25	37
(iii)	Life insurance Schemes	11	35
(iv)	Any other	24	25

The table 4.2.8.2 shows that the amongst those total 78 respondents belonging to families of low educational category, who were saving some part of their income, 40 respondents were saving through Banks, 25 through post office, 11 through life Insurance Schemes and 24 respondents were saving through some other means.

In case of high educational category, out of total 94 respondents who were saving some part of their income, 61 respondent were saving through Banks, 37 through deposits in Post office and 35 through life insurance schemes. 25 respondents were saving through some other means.

Item No. 6 - Have you taken any loan from any agency?

Table 4.2.8 clearly shows that 20.67 per cent respondents belonging to low educational category have given 'Yes' response whereas 79.33 per cent have given 'No' response on item no. 6. The chi-square value is 50.46 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. It indicates that majority of the respondents of this category had not taken loan from any agency.

In case of the respondents belonging to families of high educational category, 43.33 per cent have given their responses in 'Yes' and 56.67 per cent in 'No' on this item. The chi-square value is 2.40 which is found to be significant at any of the acceptable levels of significance. It means that the difference between 'Yes' and 'No' responses is due to chance. In other words, it can be said that the respondents of this category were divided on this item.

Thus it can be said that majority of the respondents belonging to low educational category had not taken loan from any agency whereas the respondents belonging to high educational category were divided on this item.

The above interpretation shows that 31 respondents belonging to low educational category and 65 respondents belonging to high educational category had taken loan from one agency or the other.

The respondents who had given their response in 'Yes' on item no. 6 were further asked about (i) the name of the agency granted loan and the purpose of their taking loan and (ii) Whether they were paying loan installments to the concerned agency in time.

The responses of those respondents with regard to name of the agency granted loan and purpose of taking loan are being presented in table 4.2.8.3.

Table - 4.2.8.3

Agencies Disbursing / Granting Loan to Meos

Item No	*Name of the Agency Granted Sanctioned Loan*	*No. of Respondents belonging to Low Educational Category (N=31)*	*No of respondents belonging to High Educational Category (N=65)*
(i)	Banks/ cooperative societies	7	18
(ii)	Money-lenders	15	21
(iii)	Relatives and friends	25	31

The above table 4.2.8.3 shows that 7 families belonging to low educational category had taken loan from banks/cooperative societies, 15 had taken it from money lenders and 25 had taken from their relatives and friends. Some of these families had taken loan from more than one agency.

In case of the families belonging to high educational category, 18 had taken loan from banks and cooperative societies, 21 had taken from money lenders and 31 had taken from their relatives and friends. Some of these families had taken loan from more than one agency.

The purpose of taking loan as indicated by the respondents belonging to families of both low and high educational categories is given in the following table 4.2.8.4.

Table - 4.2.8.4

Purpose of Taking Loan Indicated by Meos

Item No.	*Purpose of Taking Loan*	*No.of Families of Low Educational Category (N=31)*	*No of Families of High Educational Category (N=65)*
(i)	For marriages of children	21	14
(ii)	For construction of houses	11	20
(iii)	For purchasing cattle	9	12
(iv)	For tube wells	3	6
(v)	For purchasing agricultural implements	3	18

The above table 4.2.8.4 clearly shows that amongst 31 families of low educational category, who had taken loan from various agencies , 21 families had taken loan for the marriages of children in the family, 11 had taken it for construction of houses, 9 had taken loan for purchasing cattle, 3 had taken loan for the purpose of installing tube-wells in their farms and 3 had taken loan for purchasing agricultural implements.

In case of high educational category, out of total 65 families, who had taken loan from various agencies, 14 families had taken this loan for the marriage of their children, 20 had taken it for construction of their houses, 12 had taken it for the purpose of purchasing cattle. 6 families of this category had taken the loan for the purpose of installing tube-wells in their farms and 18 had taken the loan for purchasing agricultural implements.

It is clear from table 4.2.8.4 that 31 families belonging to low educational category and 65 families belonging to high educational category had taken loan from various agencies. These respondents whose families had taken loan were further asked:

'Whether they were paying loan instillments to the concerned agency in time?

The responses of those respondents (whose families had taken loan) with regard to their timely payment of loan instalment are being presented in the following table 4.2.8.5.

Table - 4.2.8.5

Views of Meos Regarding Payment of Loan Installments

No.	*Description of Item*	*No. of Families of Low Educational Category (N=31)*		*No of Families of High Educational Category (N=65)*	
		Yes	*No*	*Yes*	*No*
(i)	Do you pay your installments of loan in time?	10	21	44	21

The table 4.2.8.5 reveals that only 10 families of low educational category were paying their loan installments in time whereas 21 were not making timely payment of loan installments. It indicates that majority of them were not paying their installments of loan in time.

In case of families of high educational category, 44 were paying loan installments in time and 21 were not paying loan installments in time. It indicates that majority of the respondents belonging to families of high educational category were paying their loan installments in time.

Thus it can be said that majority of the respondents belonging to families of low educational category were not paying their installments of loan in time whereas majority of the respondents belonging to families of high educational category were paying their installment of loan in time. There was found difference of opinion between of the families of low and high educational categories with regard to timely payment of loan installments.

Item No. 7 - Do you use tractor and other implements in your agricultural work?

The table 4.2.8 clearly shows that 37.33 per cent respondents belonging to families of low educational category have responded in 'Yes' and 62.67 per cent have responded in 'No' on item no. 7. The chi-square value is 9.12 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore it can be said that majority of the respondents of this category were not using tractor and other implements in their agricultural work.

In case of the respondents belonging to families of high educational category, 58.67 per cent have responded in 'Yes' and 41.33 per cent in 'No' on this item. The chi-square value is 4.16 which is found to be significant at .05 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents were using tractor and other implements in their agricultural work.

Thus it can be interpreted to mean that there was difference in the opinion of families of low and high educational categories with regard to use of tractors and others implements of agricultural work. Majority of the respondents belonging to low educational category were not making use of tractor and other implements in their agricultural work whereas the respondents belonging to high educational category were making use of the same.

The table 4.2.8 shows that 56 families of low educational category and 88 families of high educational category were making use of tractor and other implements in their agricultural work. Those respondents who had given their response in 'Yes' on item no. 7 were further asked about the extent of increase in their agricultural production due to use of tractors and other agricultural implements.

The responses of those respondents with regard to increase in their agricultural production through the use of tractors and other agricultural implements are being presented in following table 4.2.8.6.

Table - 4.2.8.6

Views of Meos Regarding the Extent of Increase in Agricultural Production due to the use of Tractor and Other Agricultural Implements

No.	*Extent of Increase of Agricultural Production Due to Use of Tractor and other Agricultural Implements*	*No of Respondents belonging to Low Educational Category (N=56)*	*No. of Respondents belonging to High Educational Category (N=88)*
(i)	To some extent	18	24
(ii)	To a great extent	38	64

The above table 4.2.8.6 reveals that 18 respondents belonging to families of low educational category were of the opinion that their agricultural production had increased only to some extent where 38 respondents of the same category indicated that their agricultural production had increased to a great extent after the use of tractor and other implements in their agricultural fields.

In case of high educational category, 24 respondents were of the opinion that their agricultural production had increased only to some extent whereas 64 respondents were of the opinion that their farm production had increased to a great extent after the use of tractor and other implements.

Therefore, it can be said that most of the respondents of both low and high educational categories , who were making use of tractor and other implements, were of the opinion that their agricultural production had increased to a great extent after the use of tractor and other implements in their agricultural work. Thus it can be concluded that there was no difference between the families of low and high educational categories with regard to increase in production due to use of tractors and other agricultural implements inspite of difference in their educational background.

Item No. 8 - Do you have any information about the high yielding varieties of seeds for different crops?

Table 4.2.8 reveals that 53.33 per cent respondents belonging to families of low educational category and had expressed their opinion in 'Yes' and 46.67 per cent in 'No' on item no. 8. The chi-square value is .54 which is not significant at any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is due to chance. The respondents of this category were equally divided on this item.

In case of the respondents belonging to families of high educational category, 65.33 per cent have given their response in 'Yes' and 34.67 per cent in 'No' on this item. The chi-square value is 13.5 which is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were knowing about the high yielding varieties of seeds for different crops.

Thus it can be concluded that the respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category had the information about the high yielding varieties of seeds.

The table 4.2.8 shows that 80 respondents belonging to families of low educational category and 98 belonging to families of high educational category had the information of high yielding varieties of seeds. These respondents were further asked:

'Whether they have used high yielding varieties of seeds in their farms'.

The responses of those respondents with regard to use of high yielding varieties of seeds in their farms are being presented in following table 4.2.8.7

Table - 4.2.8.7

Views of Meos Regarding the use of High Yielding Varieties of Seeds

Description of Questions	*No of Respondents belonging to families of Low Educational Category (N=80)*		*No. of Respondents belonging to families of High Educational Category (N=98)*	
	Yes	*No*	*Yes*	*No*
Have you used high yielding varieties of seeds in your farm?	55	25	79	19

The above table 4.2.8.7 reveals that amongst total 80 respondents of low educational category, 55 had used the high yielding variety of seeds in their farms and 25 respondents had not used those seeds in their farms.

In case of high educational category, out of total 98 respondents, 79 had used such improved quality of seeds in your farms whereas 19 respondents had not used these seeds in their agricultural farms.

Item No. 9 - Do you use fertilizers in your fields for increasing agricultural production?

The table 4.2.8 shows that 74.67 per cent respondents belonging to low educational category have responded in 'Yes' and 25.33 per cent in 'No' on item no.9. The chi-square value is 35.33 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that majority of the respondents of this category had used fertilizers in their fields for increasing agricultural production.

In case of respondents belonging to families of high educational category, 70.67 per cent have given their response in 'Yes' and 29.33 per cent in 'No' in this item. The chi-square

value is 24.80 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' response is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category had also used fertilizers in their fields for increasing agricultural production.

The respondents belonging to families of both high and low educational categories had similar views on this item with regard to the use of fertilizers in the fields for increasing production irrespective of difference in the educational background of their families.

Item No. 10 - Do you have the knowledge /information about the new scientific and improved methods of agriculture?

The table 4.2.8 clearly indicates that 56.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and 43.33 per cent in 'No' on item no. 10. The chi-square value is 2.40 which is not found to be significant at any of the acceptable levels. This means that the difference between 'Yes' and 'No' responses is due to chance. They were equally divided on this item.

In case of high educational category, 89.33 per cent respondents have given their responses in 'Yes' and 10.67 per cent in 'No' on this item. The chi-square value is 91.26 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondent had the knowledge about the new scientific and improved methods of agriculture.

The respondents belonging to families of low educational category were equally divided on this item whereas the respondents belonging to families of high educational category had the knowledge / information about the new scientific methods of agriculture.

Item No. 11 - Do you spray insecticides and pesticides in your crops?

It can be clearly observed from table 4.2.8 that 60 per cent respondents belonging to families of low educational category have given their responses in 'Yes' and 40 per cent in 'No' on item no. 11. The chi-square value is 5.60 which is found to be significant at .05 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that the majority of the respondents of this category were spraying insecticides and pesticides in their crops.

In case of high educational category, 70.67 per cent respondents have responded in 'Yes' and 29.33 per cent in 'No' on this item. The chi-square value is 24.80 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents of this category were spraying insecticides and pesticides in their crops.

The respondents of both low and high educational categories had similar views on this item irrespective of their educational level. They were spraying insecticides and pesticides on their crops.

Item No.12 - Have you ever taken the soil of your fields to the soil testing laboratory for its testing?

It can be observed from table 4.2.8 that 13.33 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 86.67 per cent in 'No' on item no. 12. The chi-square value is 79.20 which is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of respondents of this category had not taken the soil of their fields to the soil testing laboratory for its testing.

In case of high educational category, 32 per cent respondents responded in 'Yes' whereas 68 per cent in 'No' on this item. The chi-square value is 18.72 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the respondents of this category have also not taken the soil of their fields to the soil testing laboratory for its testing.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents belonging to families of low and high educational categories inspite of difference in educational background of their families.

Item no. 13 - Do you consult the agriculture development officers as and when you face any problem regarding crops/ agriculture?

Table 4.2.8 clearly indicates that 40 per cent respondents belonging to families of low educational category have given their response in 'Yes' and 60 per cent in 'No' on item no. 13. The chi-square value is 5.60 which is found to be significant at .05 level. It means that the difference in 'Yes' and 'No' responses is not due to chance and the number of 'No' response is significantly higher than 'Yes' responses. Hence, it can be said that majority of the respondents of this category were not consulting the agriculture development officers as and when they were having some problem regarding crops/agriculture.

In case of high educational category, 64 per cent respondents have expresses their opinion in 'Yes' and 36 per cent in 'No' on this item. The chi-square value is 11.20. It is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that majority of the respondents of this

category were consulting agriculture development officers whenever they had some problem regarding crops/agriculture.

Thus it can be interpreted to mean that there was difference of opinion between the respondents belonging to families of low and high educational categories with regard to consultation with agriculture development officers for agricultural matters. This difference of opinion between the respondents of low and high educational categories on this item can be attributed to different educational background of their families. The majority of the respondents belonging to low educational category did not consult agriculture development officers whenever they faced any problem regrading crops /agriculture whereas the respondents belonging to families of high educational category were consulting the agriculture development officers whenever they needed their help.

Item No. 14 - Do you have any idea of cooperative society and its functioning?

It can be observed form table 4.2.8 that 64.67 per cent respondents belonging to families of low educational category have responded in 'Yes' and 35.33 per cent in 'No' on item no. 14. The chi-square value is 12.32 which is found to be significant at .01 level. the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the respondents of this category were aware of cooperative society and its functioning.

In case of high educational category, 79.33 per cent respondents have given their responses in 'Yes' and 20.67 per cent in 'No' on this item. The chi-square value is 50.46 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' response is significantly higher than 'No' responses. In other words, it can be said that the respondents of this category had an idea of cooperative society and its functioning.

Thus it can be concluded that no difference was found between the respondents of low and high educational categories on this item irrespective of difference in educational background of their families.

Item No. 15 - Are you a member of any cooperative society?

The table 4.2.8 clearly reveals that 16 per cent respondents belonging to families of low educational category have responded in 'Yes' and 84 per cent in 'No' on item no. 15. The chi-square value is 68 which is found to be significant at .01 level. So, the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses . In other words, it can be said that the majority of the respondents of this category were not members of any cooperative society.

In case of the respondents belonging to high educational category, 54 per cent have given their response in 'Yes' and 46 per cent in 'No' on this item. The chi-square value is .80 which is not found to be significant at any of the acceptable levels. This means that the difference in 'Yes' and 'No' responses is due to chance. The respondents of this category were equally divided on this item.

Thus it can be interpreted to mean that majority of the respondents belonging to families of low educational category were not members of any cooperative society whereas the respondents belonging to high educational category were equally divided on this item.

Item No. 16 - What is your main source of income?

The main source of income as stated by the respondents belonging to families of both low and high educational categories are being presented in the following table 4.2.8.8.

Table - 4.2.8.8

Sources of Income of Meos

No.	*Main Sources of Income*	*No of Respondents belonging to Families of Low Educational Category N=150*	*No. of Respondents belonging to Families of High Educational Category N=150*
(i)	Agriculture	78 (52)	65 (43.33)
(ii)	Labour	48 (32)	20 (13.33)
(iii)	Government/ Privatae Jobs	13 (8.6)	35 (23.33)
(iv)	Live Stock	5 (3.3)	4 (2.67)
(v)	Business / legal profession	6 (4)	26 (17.34)

(Figures shown in parenthesis indicate percentages)

The above table 4.2.8.8 reveals that in case of 52 per cent families of low educational category, the main source of income was 'Agriculture' in case of 32 per cent of the same category it was 'Labour'. The main source of income was 'Government /Private Service' in case of 8.6 per cent families whereas 3.3 per cent families had only live stock as the main source of there income. 4 per cent respondents of this category indicated 'Business' /Legal profession as the main source of their income.

In case of families of high educational category, 43.33 percent had 'Agriculture ' as their main source of income, 13.33 per cent had 'Labour' , 23.33 per cent had 'Government/Private Jobs', 2.67 per cent had 'Live Stock' and 17.34 per cent had Business /Legal Profession as their main source of income.

The above interpretation reveals that in case of low educational category, 'Agriculture and Labour' was the main source of income whereas in a case of high educational category, Agriculture was the main source of income (of 43.33 percent

families) followed by Government /private jobs in case of 23.33 per cent families and Business /Legal Profession (17.34 per cent families)

Item No. 17 - What is the monthly income of your family?

The responses of the respondents belonging to families of both low and high educational categories on item no. 17. are being presented in the following table 4.2.8.9.

Table 4.2.8.9

Monthly Income of Meos

Monthly Income in Rs.	*No of Families Belonging to Low Educational Category (N=150)*	*No of Families Belonging to High Educational Category (N=150)*
Upto 1000 (33.33)	50 (12)	18
Above 1000 but below 1500	68 (45.33)	26 (17.33)
Above 1500 but below 2000	21 (14)	41 (27.33)
Above 2000 but below 2500	4 (2.6)	37 (24.67)
Above 2500	7 (4.6)	28 (18.67)

(Figures shown in parenthesis indicate percentages)

The above table 4.2.8.9 reveals that 33.33 per cent families of low educational category had income up to 1000 Rs. whereas 45.33 per cent had an income above 1000 but below 1500 Rs. 14 per cent respondents belonging to families of this category had an income above 1500 but below 2000 Rs. whereas only 2.6 per cent had their income above 2000 but below 2500 Rs. 4.6 per cent families had their income above 2500 Rs.

In case of families of high educational category, 12, per cent had the monthly income upto 1000 Rs., 17.33 per cent had an income of above 1000 but below 1500 Rs. and 27.33 per cent

had an income of above 1500 but below 2000 Rs. 24.67 per cent families of this category had an income above 2000 but below 2500 Rs. whereas 18.67 per cent had an income above 2500 Rs.

The interpretation reveals that 79 per cent families of low educational category had their monthly income upto 1500 Rs. only whereas the families of high educational category had different ranges of income. The table clearly indicates that the income of families of high educational category was higher than those of low educational category.

It becomes clear from the above interpretation that in majority of the families of both low and high educational categories no female member of their family was engaged in any economic activity and they were also satisfied with their income/ earning keeping in view the educational background of their families. The respondents belonging to families of both the educational categories were also of the opinion that they got some income through their live stock. The respondents belonging to families of low educational category were of the opinion that their income was not sufficient to meet their domestic needs/ expenditure whereas the respondents belonging to families of high educational category opined that their income was sufficient to meet their domestic needs. On the issue - 'Are you saving some part of your income', the respondents belonging to families of low educational category had no consensus whereas the respondents belonging to families of high educational category were of the view that they were saving some part of their income. Majority of the respondents belonging to families of low educational category had said that they had not taken loan from any agency whereas the respondents belonging to families of high educational category were divided on this item. The low educational category respondents were not making use of tractor and other implements in their agricultural work whereas the respondents belonging to families of high educational category were making use of tractor and other implements. On this item -

Do you have any information about the high yielding varieties of seeds for different crops', the low educational category respondents were equally divided whereas the respondents belonging to high educational category had the information about the high yielding varieties of seeds. The respondents belonging to both low and high educational categories had used fertilizers in their fields for increasing their agricultural production. On the item - 'Do you have the knowledge / information about the new scientific and improved methods of agricultural', the respondents belonging to families of low educational category were equally divided whereas the respondents belonging to high educational category had the information about it. The respondents of both low and high educational categories were spraying insecticides and pesticides in their crops. The respondents belonging to both high and long educational categories had not taken the soil of their fields to the soil testing laboratory for its testing. The respondents belonging to low educational category were not consulting agriculture deve-lopment officers for agricultural matters whereas the respondents belonging to high educational category were consulting agriculture development officers for their agricultural work. The respondents belong to families of both low and high educational categories were aware of cooperative society and its functioning. The low educational category respondents were not the members of any cooperative society whereas the respondents belong to high educational category were equally divided on this item. The main source of income in case of respondents belonging to families of low educational category was Agriculture and Labour whereas in case of respondents belonging to families of high educational category, it was Agriculture, Government /private jobs and Business /legal profession. The monthly income in case of majority of the respondents belong to low educational category was ranged from 1000 to 1500 Rs. whereas the families of high educational category had

different ranges of income. The income of families of high educational category was higher than the families of low educational category.

Section -III

4.3 Comparison of Meos and non-Meos of Mewat region of Haryana on Different aspects of their Social and Economic Development.

The presents study aimed to investigate the impact of education of social and economic development of Meos of Mewat region in Haryana. In order to see precisely the impact of education on Meos, their comparison had to be made with non-Meos families of Mewat region (having the same educational background) with the purpose to see whether their existed predominance of religion- cultural factors on their views in regard to different aspects of their social and economic life and living. Therefore, for the purpose of this comparison, 30 families of Meos (from high educational category) having higher educational index amongst Meo sample subjects were selected. Similarly, from the total sample of non-Meos (N-300) only those 30 families were selected whose educational index was same as those of 30 Meo families.

The present section deals with comparison of Meos with non-Meos on different aspects of social and economic development. Firstly, the comparison of Meos and non-Meos with regard to their social development has been presents and this is followed by comparison of their economic development. The analysis and interpretation of the same is given as under.

4.3.1 Comparison of Meos and non-Meos on Different aspects of their Social development.

In this part, analysis and interpretation of data regrading impact of education on social development of Meos and non-Meos has been done for the purpose of their comparison in terms of social development. The same is presented as under.

Table - 4.3.1

Views of Meos and Non-Meos on 'Family' aspect

Item No.	Description of Item	Meo respondent N=30			Non-Meo respondent N=30		
		Yes	No	X^2	Yes	No	X^2
1.	Do you like to live in a joint family?	23 (76.67)	7 (23.33)	7.5	19 (63.33)	11 (36.67)	1.63
2.	Do you like to live in a nuclear family?	7 (23.33)	23 (76.67)	7.5	11 (36.67)	19 (63.33)	1.63
3.	Do you think that your views are given due importance in your family?	26 (86.67)	4 (13.33)	14.7	28 (93.33)	2 (6.67)	20.83
4.	Is there coperartion amongst all the members of your family?	27 (90)	3 (10)	17.63	24 (80)	6 (20)	9.63
5.	Should husband consult his wife for taking decisions on different family issues?	25 (83.33)	5 (16.67)	12.03	28 (93.33)	2 (6.67)	20.83
6.	Do you think that only male members of the family should have the ultimate say in family affairs?	20 (66.67)	10 (33.33)	2.7	17 (56.67)	13 (43.33)	0.3

7.	Do you think that your family has good relations with your neighbours?	27 (90)	3 (10)	17.63	26 (86.67)	4 (13.33)	14.7
8.	Is family planning essential ?	23 (76.67)	7 (23.33)	7.5	29 (96.67)	1 (3.33)	24.3
9.	Do you think that one should go for family planning after the birth of second child?	17 (56.67)	13 (43.33)	3	26 (86.67)	4 (13.33)	14.7
10.	Do you think that one should have more than two children ?	9 (30)	21 (70)	4.03	4 (13.33)	26 (86.67)	14.7
11.	Do you have a desire to be blessed with male child as first baby in your family?	23 (76.67)	7 (23.33)	7.5	20 (66.67)	10 (33.33)	2.7
12.	Do you have a desire to be blessed with female child as first baby in your family?	7 (23.33)	23 (76.67)	7.5	10 (33.33)	20 (66.67)	2.7
13.	Do you think that it does not matter whether the first child is male or female?	9 (30)	21 (70)	4.03	12 (40)	18 (60)	.83

(Figures shown in parenthesis indicate percentages)

(a) Views of Meos and non-Meos on 'Family' aspect

The following table gives an account of the responses given by the Meo and non-Meo subjects on different items covered under the aspect 'Family'. An attempt has been made to study the impact of education on the aspect 'Family' of these respondents through analysis and interpretation of their responses as presented in the table 4.3.1.

In the light of table 4.3.1 item-wise analysis and interpretation of 'Family' aspect is being presented as follows :

Item No. 1 - Do you like to live in a Joint family?

It is clear from table 4.3.1 that 76.67 per cent Meo respondents have responded in 'Yes; and 23.33 per cent in 'No' on item no. 1. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' response is not by chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that majority of the Meo respondents were in favour of living in a joint family.

In case of non-Meos respondents, the table reveals that 63.33 per cent have given their response in 'Yes' and 36.67 per cent in 'No' on this item. The chi-square value is 1.63 which is found to be significant at any of the acceptable levels. Hence, it can be said that no consensus was found among these respondents on this item.

Thus it can be interpreted to mean that the Meo respondents had their preference for joint family whereas the non-Meos had no consensus on this issue.

Item No. 2 - Do you like to live in a nuclear family?

It can be observed for table 4.3.1 that 23.33 per cent Meo respondents have given their responses in 'Yes' and 76.67 per cent in 'No' on item no. 2. The chi-square value is 7.5 which is found to be significant

at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of the Meo respondents were not in favour of living in nuclear family.

In case of non-Meo respondents, 36.67 per cent have expressed their response in 'Yes' and 63.33 per cent in 'No' on this item. The chi-square value is 1.63 which is not found to be significant at any of the acceptable levels. This means that the difference in 'Yes' and 'No' responses is due to chance. Hence, it can be said that the non-Meo respondents were divided with regard to their choice to live in a nuclear family.

Thus it can be interpreted to mean that majority of the Meo respondents were no in favour of living in a nuclear family whereas the non-Meo respondents were divided on this issue.

Item No. 3 - Do you think that your views are given due importance in your family?

Table 4.3.1 reveals that 86.67 pre cent respondents belonging to Meo families have given their responses in 'Yes' and 13.33 per cent in 'No' on item no. 3. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not by chance. The number of 'Yes ' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the Meo respondents were of the opinion that their views were given due importance in their family.

In case of non-Meo families, 93.33 per cent respondents have responded in 'Yes' and 6.67 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'no' responses. Hence, it can be said that majority of the non-Meo respondents were of the opinion that their views were given importance in their family.

Thus it can be concluded that no difference of opinion was found between the respondents belonging to both Meo and non-Meo families. Majority of the Meo and non-Meo respondents were of the opinion that their views were given due importance in their families.

Item No. 4 - Is there co-operation amongst all the members of your family?

The above given table 4.3.1 clearly shows that 90 per cent respondents belonging to Meo families have marked their response in 'Yes' and 10 per cent in 'No' on item no. 4. The chi-square value is 17.63 which is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' response. In other words, it can be said that the Meo respondents were of the opinion that there was co-operation amongst all the members of their families.

With regard to the respondents belonging to non-Meo families, 80 per cent have given their response in 'Yes' and 20 per cent is 'No' on this item. The value of chi-square is 9.63 which is found to be significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the majority of the respondents belonging to non-Meo families were of the opinion that there was co-operation amongst all the members of their families.

Thus it can be interpreted to mean that no difference of opinion was found between the respondents of both Meo and non-Meo families. Majority of the respondents of both these communities were of the view that there was co-operation amongst all the members of their families.

Item No. 5 - Should husband consult his wife for taking decisions on different family issues?

It is clear from table 4.3.1 that 83.33 per cent respondents belonging to Meo families have responded in 'Yes' and 16.67 per cent in 'No' on item no. 5. The chi-square value is 12.03 which is significant at .01 level. This means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore it can be said that these respondents were of the view that husband should consult his wife for taking decisions on different family issues.

In case of respondents belonging to non-Meo families, 93.33 per cent have given their response in 'Yes' and 6.67 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference in 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that Meo respondents were of the view the husband should consult his wife on different family issues.

Thus it can be interpreted to mean that no difference was found in the opinion of respondents belonging to Meo and non-Meo families. Most of the respondents of both these communities had similar view on this item.

Item No. 6 - Do you think that only male members of the family should have the ultimate say in family affairs?

Table 4.3.1 clearly reveals that 66.67 per cent respondents belonging Meo families have responded in 'Yes' and 33.33 per cent in 'No' on item no. 6. The chi-square value is 2.7 which is not significant at any of the acceptable levels of significance. This means that the difference between 'Yes' and 'No' responses is due to chance. Therefore, it can be said that the Meo respondents were divided on this issue.

In case of non-Meo families, 56.67 per cent respondents have given their response in 'Yes' and 43.33 per cent in 'No' on this item. The chi-square value is .3 which is not found to be significant at any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is due to chance. Therefore , it can be said that the non-Meo respondents were equally divided on this item.

Thus it can be concluded that both Meo and non-Meo respondents were divided on this item - 'Male members of the family should have the ultimate say in family affairs'.

Item No. 7 - Do you think that your family has good relations with your neighbours?

Table 4.3.1 shows that 90 per cent respondents belonging to Meo families have said 'Yes' and 10 per cent said 'No' on item no. 7. The chi-square value is 17.63 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that most of the Meo respondents had good relations with their neighbours.

In case of non-Meos, 86.67 per cent respondents have said 'Yes' and 13.33 per cent have said 'No' on item no. 7. The chi-square value is 14.7 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than no responses. Thus it can be said that most of the non-Meo respondents had good relations with their neighbours.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents. Most of the Meo and non-Meo respondents had similar views with regard to their families' relations with neighbours.

Item No. 8 - Is family planning essential?

It is clear from table 4.3.1 that 76.67 per cent respondents belonging to Meo families have said 'Yes' and 23.33 per cent 'No' on item no. 8. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' response is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that majority of the Meo respondents were of the view that family planning was essential (23 Meo respondents were in its favour whereas 7 were not in its favour).

In case of respondents belonging to non-Meo families, 96.67 per cent have given their response in 'Yes' and 3.33 per cent in 'No' on the above item. The chi-square value is 24.3 which is found to be significant at .01 level. It means that difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the non-Meo respondents were of the view that family planning was essential (29 non-Meo respondents favoured family planning whereas only one respondent was not in its favour).

Thus it can be interpreted to mean that no difference of opinion was found to between Meos and non-Meos with regard to family planning. Majority of the Meo and non-Meo respondents were in favour of family planning.

Those Meo and non-Meo respondents, who had given their response in 'Yes' on the above item, were further asked to indicate the reason as to why family planning is essential by choosing amongst the following alternatives.

(i) It helps in proper education of children

(ii) Children are reared properly

(iii) It helps in leading a happy family life

The responses of these respondents belonging to Meo and non-Meo families who favoured family planning are given in the following table 4.3.1.1.

Table - 4.3.1.1.

Number of Meos and non-Meos in Favour of Family Planning

No.	*Family planning is essential because:*	*Respondents belonging to Meo families N - 23*	*Respondents belonging to non-Meo families N - 29*
(i)	It helps in proper education of children	23	29
(ii)	Children are reared properly	23	29
(iii)	It helps in leading a happy family life	23	29

Table 4.3.1.1 shows that all the respondents of Meo as well as non-Meo families, who were in favour of family planning, agreed on all the three reasons for its acceptance - (i) Family planning helps in proper education of children, (ii) Children are reared properly and (iii) It helps in leading a happy family life.

The Meo and non-Meo respondents , who had given their response in 'No' on item no. 8. were further asked to indicate the reasons as to why family planning is not acceptable by choosing from amongst the following alternatives.

(i) Tubectomy/Vasectomy is against the law of nature

(ii) It is against religion

(iii) It is an immoral act.

The responses of those Meo and non-Meo respondents, who were not in favour of family planning are being presented in the following table 4.3.1.2.

Table - 4.3.1.2

Number of Meos and non-Meos Disfavoured Family Planning

No.	*Family planning is not acceptable because :*	*Respondents belonging to Meo families N=7*	*Respondents belonging to non-Meo families N=1*
(i)	Tubectomy / Vasectomy is against the law of nature	7	1
(ii)	It is against religion	7	-
(iii)	It is an immoral act	4	-

The above table 4.3.1.2 reveals that all the 7 Meo respondents, who were not in favour of family planning indicated two reasons for not accepting it -(i) family planning is not acceptable because tubectomy/Vasectomy is against the law of nature, (ii) It is against their religion. Again out of total 7 Meo respondents, 4 were also of the view that family planning was not acceptable as in their opinion it was an immoral act.

The only non-Meo respondent, who disfavoured family planning, was of the opinion that tubectomy/vasectomy is against the law of nature.

Item No. 9 - Do you think that one should go for family planning after the birth of second child?

The table 4.3.1 indicates that on item no. 9, 56.67 per cent Meo respondents have given their response in 'Yes' and 43.33 per cent in 'No'. The chi-square value is .3 which is not found to be significant on any of the acceptable levels. It means that the difference in 'Yes' and 'No' responses is due to chance. The Meo respondents were divided on this item with regard to family planning after the birth of second child.

86.67 per cent non-Meo respondents have responded in 'Yes' and 13.33 percent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to

chance. The number of 'Yes' responses is significantly higher than 'No' responses . In other words, it can be said that the non-Meo respondents were in favour of family planning after the birth of second child.

Thus it can clearly be stated that the Meo respondents had no consensus on this item with regard to family planning after the birth of second child whereas the non-Meos respondents were of the view that one should go for family planning after the birth of second child.

Item No 10 - Do you think that one should have more than two children?

It can be seen from table 4.3.1 that 30 per cent respondent belonging to Meo families have marked 'Yes' and 70 per cent have marked 'No' on item no. 10. The chi-square value is 4.03 which is found to be significant at 0.05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the Meo respondents were not of the view that one should have more than two children.

In case of non-Meos, only 13.33 per cent respondents have marked 'Yes' and 86.67 per cent marked 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore it can be said that the non-Meo respondents were of the opinion that one should not have more than two children.

Thus it can be interpreted to mean that both Meo and non-Meo respondents were not of the view that one should have more than two children.

Item No. 11 - Do you have a desire to be blessed with male child as the first baby in your family?

The table 4.3.1 reveals that 76.67 per cent Meo respondents have marked on 'Yes' and 23.33 per cent 'No' on item no. 11. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses . In other words, it can be said that the majority of the Meo respondents had a desire for the male child as the first baby in their family.

In case of non-Meos, 66.67 per cent respondents have said 'Yes' and 33.33 per cent said 'No' on this item. The chi-square value is 2.7 which is found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' is due to chance. Hence, it can be said that the non-Meo respondents were equally divided on this item.

The Meo respondents had a desire for a male child as the first baby in their family whereas the non-Meos were divided on this issue.

Item No. 12 - Do you have a desire to be blessed with a female child as the first baby in your family?

It can be seen from table 4.3.1, that 23.33 per cent Meo respondents have responded 'Yes' and 76.67 per cent responded in 'No' on item no 12. The chi-square value is 7.5 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the majority of the Meo respondents had not shown any desire to be blessed with a female child as the first baby in your family.

In case of non-Meo respondents, 33.33 per cent have given their opinion in 'Yes' and 66.67 per cent in 'No' on this item The chi-square value is 2.7 which is found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. The non-Meo respondents had no consensus on this item.

Therefore, it can be interpreted to mean that the Meo respondents had not shown any desire to be blessed with a female child as the first baby in their family whereas the non-Meo respondents were divided on this issue,

Item No. 13 - Do you think that it does not matter whether the first child is male or female ?

It can be observed from table 4.3.1 that 30 per cent respondents belonging to Meo families have responded in 'Yes' whereas 70 per cent in 'No' on item no. 13. The chi- square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No" responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. It implies that the sex of the first child was a matter of concern in their case. They had a desire for a male child as the first baby as this is evidents on the basis of their responses on item no. 11 and 12.

In case of non-Meos, 40 per cent respondents have given their responses in 'Yes' and 60 per cent in 'No' on this item. The chi-square value is .83 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'no' responses is due to chance. The non Meo respondents were divided on this issue with regard to the sex of the first child.

Thus it can be interpreted to mean that the sex of the first child was a matter of concern in case of Meo respondents and they had a desire for a male child as the first baby whereas, the

respondents belonging to non-Meo families had no consensus with regard to sex of the first baby.

It becomes clear from the interpretation that majority of the respondents belonging to the Meo families preferred to live in joint families instead of nuclear families whereas the non-Meo respondents were divided on this issue. The respondents belonging to both Meo and non-Meo families were of the opinion that their view were given due importance in their families. They also opined that there was co-operation amongst all the members of their family. The Meo and non-Meo respondents were of the opinion that wife should be consulted for taking decisions of different family issues. On the item/ 'Do you think that only male members of the family should have the ultimate say in family affairs', both the Meo and non-Meo respondents were divided. The respondents belonging to both Meo and non-Meo families were of the view that their families had good relations with their neighbours. The respondents of both Meo and non-Meo families were in favour of family planning /acceptance of small family norms. The Meo respondent were divided on the issue 'whether one should go for family planning after the birth of second child' whereas the non-Meo respondents were in its favour. The respondents of both Meo and non-Meo families were in favour of small family (of not more than two children). The Meo respondents had expressed their desire to be blessed with a male child as the first baby in their family whereas non-Meo respondents had no consensus on the issue regarding sex of the first child.

(b) Views of Meos and non-Meos on 'Marriage' aspect

The following table gives an account of the responses given by the Meo and non-Meo respondents on different items covered under the aspect 'Marriage'. An attempt has been made to study the impact of education on the aspect 'Marriage' of these respondents through the analysis and interpretation of their responses as presented in the table 4.3.2.

In case of non-Meo respondents, 33.33 per cent have given their opinion in 'Yes' and 66.67 per cent in 'No' on this item. The chi-square value is 2.7 which is found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. The non-Meo respondents had no consensus on this item.

Therefore, it can be interpreted to mean that the Meo respondents had not shown any desire to be blessed with a female child as the first baby in their family whereas the non-Meo respondents were divided on this issue,

Item No. 13 - Do you think that it does not matter whether the first child is male or female ?

It can be observed from table 4.3.1 that 30 per cent respondents belonging to Meo families have responded in 'Yes' whereas 70 per cent in 'No' on item no. 13. The chi- square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No" responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. It implies that the sex of the first child was a matter of concern in their case. They had a desire for a male child as the first baby as this is evidents on the basis of their responses on item no. 11 and 12.

In case of non-Meos, 40 per cent respondents have given their responses in 'Yes' and 60 per cent in 'No' on this item. The chi-square value is .83 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'no' responses is due to chance. The non-Meo respondents were divided on this issue with regard to the sex of the first child.

Thus it can be interpreted to mean that the sex of the first child was a matter of concern in case of Meo respondents and they had a desire for a male child as the first baby whereas, the

respondents belonging to non-Meo families had no consensus with regard to sex of the first baby.

It becomes clear from the interpretation that majority of the respondents belonging to the Meo families preferred to live in joint families instead of nuclear families whereas the non-Meo respondents were divided on this issue. The respondents belonging to both Meo and non-Meo families were of the opinion that their view were given due importance in their families. They also opined that there was co-operation amongst all the members of their family. The Meo and non-Meo respondents were of the opinion that wife should be consulted for taking decisions of different family issues. On the item/ 'Do you think that only male members of the family should have the ultimate say in family affairs', both the Meo and non-Meo respondents were divided. The respondents belonging to both Meo and non-Meo families were of the view that their families had good relations with their neighbours. The respondents of both Meo and non-Meo families were in favour of family planning /acceptance of small family norms. The Meo respondent were divided on the issue - 'whether one should go for family planning after the birth of second child' whereas the non-Meo respondents were in its favour. The respondents of both Meo and non-Meo families were in favour of small family (of not more than two children). The Meo respondents had expressed their desire to be blessed with a male child as the first baby in their family whereas non-Meo respondents had no consensus on the issue regarding sex of the first child.

(b) Views of Meos and non-Meos on 'Marriage' aspect

The following table gives an account of the responses given by the Meo and non-Meo respondents on different items covered under the aspect 'Marriage'. An attempt has been made to study the impact of education on the aspect - 'Marriage' of these respondents through the analysis and interpretation of their responses as presented in the table 4.3.2.

Table - 4.3.2

Views of Meos and non-Meos on 'Marriage' aspect

Item No.	*Description of items*	*Meo Respondents (N=30)*			*Non-Meo respondents (N=30)*		
		Yes	No	X^2	*Yes*	*No*	X^2
1.	Should marriage be arranged with the consent of parents?	12 (40)	18 (60)	0.83	11 (36.67)	19 (63.33)	1.63
2.	Should marriage be with the consent of boy and girl?	21 (70)	9 (30)	4.03	22 (73.33)	8 (26.67)	5.63
3.	Do you think matching of horoscopes is essential at the time of marriage?	2 (6.67)	28 (93.33)	20.83	3 (10)	27 (90)	17.63

(Figures shown in parenthesis indicate percentages)

Note: - Item no. 4,5,6,7 of 'Marriage' aspect and responses of respondents on these items are not given in this table. Description of these items have been given in the item-wise analysis and interpretation of this table in the following pages.

In the light of table 4.3.2 item-wise analysis and interpretation of 'Marriage' aspect if being presented as follows:

Item No. 1 - Should marriage be arranged with the consent of parents?

Table 4.3.2 shows that 40 per cent respondents belonging to Meo families have responded in 'Yes' and 60 per cent in 'No' on item no. 1. The chi- square value is .83 which is not found to be significant on any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. In other, words, it can be said that the Meo respondents were equally divided on this issue.

In case of non-Meos, 36.67 per cent respondents have responded in 'Yes' and 63.33 per cent in 'No' on this item. The chi-square value is 1.63 which is not found to be significant on

any of the acceptable levels. It means that the difference between 'Yes' and 'No' is due to chance. Hence, it can be said that the non-Meo respondents had no consensus among them on item no. 1

Thus it can be interpreted to mean that both the Meo and non-Meo respondents were divided on this issues.

Item No. 2 - Should marriage be arranged with the consent of boy and girl?

It can be observed from table 4.3.2 that 70 per cent Meo respondents said 'Yes' and 30 per cent said 'No' on item no. 2. The chi -square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Thus it can be said that majority of the Meo respondents were of the opinion that marriage should be arranged with the consent of boy and girl.

In case of non-Meos 73.33 per cent respondents have responded in 'Yes' and 26.67 per cent in 'No' on this item. The chi-square value is 5.63 which is found to be significant at .01 level. It means that the difference between the 'Yes' and 'No' response is not due to chance and the number of 'Yes' response is significantly higher than 'No' responses. Therefore, it can be said that the non-Meo respondents were of the view that marriage should be arranged with the consent of boy and girl.

Thus it can be interpreted to mean that no difference was found between the opinion of Meo and non-Meo respondents. They had similar view on this item.

Item No. 3 - Do you think matching of horoscopes is essential at the time of marriage?

It is clear from table 4.3.2 that 6.67 per cent respondents belonging to Meo families have responded in 'Yes' and 93.33 per cent in 'No' on item no. 3. The chi-square value is 20.83 which is found

to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the majority of the Meo respondents were not in favour of matching of horoscopes at the time of marriage.

10 per cent respondents belonging to non-Meo families have responded in 'Yes' and 90 per cent in 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the non-Meo respondents were also not in favour of matching horoscopes at the time of marriage.

The Meo and non-Meo respondents had similar views with regard to matching of horoscopes at the time of marriage. They were not in favour of matching of horoscopes at the time of marriage.

Item No. 4 - In your opinion what should be the age at marriage in case of boys?

The following table 4.3.2.1 shows that opinion of the Meo and non-Meo respondents regarding the age at marriage in case of boys.

Table - 4.3.2.1

Views of Meos and non-Meos on 'Age at Marriage'

(For Boys)

Item No.	*Age at marriage in case of boy should be :*	*Responses given by Meos N=30*	*Responses given by non-Meos N=30*
(i)	13 to 16 years	4 (13.33)	1 (3.33)
(ii)	17 to 20 years	18 (60)	8 (26.67)
(iii)	21 years or above	8 (26.67)	21 (70)

(Figures shown in parenthesis indicate percentages)

The above table 4.3.2.1 shows that 13.33 per cent Meo respondents were of the opinion that a boy should be married in the age range of 13 to 16 years. 60 per cent were of the views that the age at marriage in case of boys should be 17 to 20 years whereas 26.67 per cent were of the opinion that a boy should be married at the age of 21 years or above.

In case of non-Meos, 3.33 per cent respondents were of the opinion that a boy should be married in the age range of 13 to 16 years whereas 26.67 per cent considered 17 to 20 years age range as the appropriate time for marriage of a boy. Again 70 percent non-Meo respondents were of the opinion that a boy should be married at the age of 21 years or above.

Thus it can be said that most of the Meo respondents were of the opinion that age of marriage in case of a boy should be 17 to 20 years whereas majority of the non-Meo respondents were of the view that age at marriage in case of a boy should be 21 years or above. The table 4.3.2 indicates that the non-Meos favoured higher age range (higher age at marriage) in case of boy as compared to those Meos.

Item No. 5 - In your opinion what should be the age at marriage in case of girls.?

The following table 4.3.2.2 shows the opinion of Meo and non-Meo respondents regarding the age at marriage in case of girls.

Table - 4.3.2.2

Views of Meos and non- Meos on Age at Marriage

(For Girls)

Item No.	*Age at marriage in case of girls should be*	*Responses given by Meos N=30*	*Responses given by non- Meos N-30*
(i)	12 to 14 years	6 (20)	

(ii)	15 to 17 years	14 (46.67)	7 (23.33)
(iii)	18 years or above	10 (33.33)	23 (76.67)

(Figures shown in parenthesis indicate percentages)

The above table 4.3.2.2 reveals that 20 per cent Meo respondents were of the opinion that a girl should be married in the age range of 12 to 14 years. 46.67 per cent respondents were of the view that the age at marriage in case of girl should be 15 to 17 years whereas 33.33 per cent Meo respondents were of the opinion that a girl should be married at the age of 18 years or above.

In case of non-Meos 23.33 per cent respondents were of the opinion that a girl should be married in the age range of 15 to 17 years whereas 76.67 per cent respondents were of the view that the girl should be married at the age of 18 years or above.

Thus it can be concluded that 20 per cent Meos favoured age range of 12 -14 years in case of girls marriage which is considered to be child marriage whereas 46.67 per cent of them favoured age range of 15 -17 years. Only 33 per cent Meos favoured girls marriage at the age of 18 years or above which is minimum age of marriage according to law. In case of non-Meos, majority of the respondents favoured girls,' marriage at the age of 18 years or above.

Item No. 6 - Do you think that educated boy should be married to :

(i) an equally educated girl

(ii) less educated girl

(iii) an uneducated girl

The following table 4.3.2.3 shows the opinion of Meo and non-Meo respondents on this item.

Table - 4.3.2.3

Views of Meos and non -Meos Regarding match for Educated Boys

(For Marriage)

Item No.	*Educated boy should be married to :*	*Opinion of Meo respondents N=30*	*Opinion of non-Meo respondents N=30*
(i)	An equally educated girl	11 (36.67)	22 (73.33)
(ii)	A less educated girl	17 (56.66)	8 (26.67)
(iii)	An educated girl	2 (6.67)	

(Figures shown in parenthesis indicate percentages)

The above given table 4.3.2.3 indicates that 36.67 per cent Meo respondents opined that an educated boy should be married to an equally educated girl whereas 56.66 per cent were of the opinion that an educated boy should be married to a less educated girl. Only 6.67 per cent Meo respondents were of the view that an educated boy should be married to an uneducated girl.

In case of non-Meos, 73.33 per cent respondents were of the opinion that an educated boy, should be married to an equally educated girl whereas 26.67 per cent respondents were of the view that an educated boy should be married to a less educated girl. None of the non-Meo respondents favoured the view that an educated boy should be married to an illiterate girl

The majority of Meo respondents were of the view that an educated boy should be married to a less educated girl whereas majority of non-Meos favoured the view that educated boy should be married to an equally educated girl.

Item No. 7 - Do you think that educated girl should be married to :

(i) an equally educated boy

(ii) a boy with higher qualification/education than her

(iii) less educated boy

(iv) an uneducated boy

The following table 4.3.2.4 shows the opinion of the Meo and non-Meo respondents on this item.

Table - 4.3.2.4

Views of Meos and non -Meos Regarding Match for Educated Girls

(For Marriage)

Item	*Educated girl should be married to :*	*Opinion of Meo Respondents N=30*	*Opinion of non-Meo Respondents N=30*
(i)	An equally educated boy	7 (23.33)	9 (30)
(ii)	A boy with higher qualification/ education than her	21 (70)	21 (70)
(iii)	To a less educated boy	2 (6.67)	-

(Figures shown in parenthesis indicate percentages)

The above given table 4.3.2.4 indicates that 23.33 per cent Meo respondents were of the opinion that an educated girl should be married to an equally educated boy whereas 70 per cent opined that an educated girl should be married to a boy with higher qualification/education than her. Only 6.67 per cent Meo respondents were of the view that an educated girl should be married to less educated boy.

In case of non-Meos, 30 per cent respondents were of the view that an educated girl should be married to an equally educated boy and 70 per cent respondents were of the opinion that an educated girl should be married to a boy with higher qualification/education than her.

Thus it can be interpreted to mean that majority of the Meo and non-Meo respondents were having almost similar view regarding the match for marriage of educated girl.

On the basis of the above interpretation, it can be concluded that on the item- 'should marriage be arranged with the consent of parents', both Meo and non-Meo respondents were divided. The majority of the respondents belonging to Meo and non-Meo families opined that marriage should be arranged with the consent of boy or girl. The respondents belonging to both Meo and non-Meo families were not in favour of matching of horoscopes at the time of marriage. Majority of the Meo respondents were of the opinion that age at marriage in case of boys should be 17 to 20 years and 15 to 17 years in case of girls. 20 per cent Meos also favoured early marriage of girls. The majority of the non-Meo respondents opeined that the age at marriage in case of boys should be 21 years or above and 18 years or above in case of girls. Majority of the Meo respondents favoured marriage of educated boy with less educated girl whereas the non-Meos were of the opinion that an educated boy should be married to an equally educated girl. Both Meos and non-Meos were of the view that an educated girl should be married to a boy with higher qualification / education than her.

(c) Views of Meos and non-Meos on 'Status of women'

The table 4.3.3 shows that the responses given by the Meo and non-Meo respondents on different items coverd under the aspect 'Status of Woman'. An attempt has been made to study the impact of education on the aspect - 'Status of Women' of these respondents through the analysis and interpretation of their responses as presented in the table 4.3.3.

In the light of table 4.3.3 , item -wise analysis and interpretation of the aspect 'Status of Women' is being presented as follows:

Item No. 1 - Do you think that in no way women are inferior to men ?

It can be observed form table 4.3.3 that 80 per cent respondents belonging to Meo families have responded in 'Yes' and 20 per cent in 'No' on item no. 1. The chi-square value is 9.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the Meo respondents were of the opinion that women are in no way inferior to men.

In case of non-Meos, 90 per cent respondents have given their response in 'Yes' and 10 per cent in 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the non-Meo respondents were of the view that women are in no inferior to men.

Thus it can be interpreted to mean that no difference was found between the opinion of Meo and non-Meo respondents. They had similar views on this item. Both Meo and non-Meo respondents were of the opinion that women are in no any inferion to men.

Item No. 2 - Do you consider the girl child as 'Paraya Dhan'?

It is clear from table 4.3.3 that 23.33 per cent respondents belonging to Meo families have responded in 'Yes' and 76.67 per cent in 'No' on item no. 2. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' response is significantly higher than 'Yes' responses. Therefore, it can be said that the majority of the Meo respondents were not considering the girl child as 'Paraya Dhan'.

Tabel - 4.3.3

Views of Meos and Non-Meos on 'Status of Women'

Item No.	Description of Item	Meo respondent N=30			Non-Meo respondent N=30		
		Yes	No	X^2	Yes	No	X^2
1.	Do you think that in no way women are inferior to men?	24 (80)	6 (20)	9.63	90 (90)	3 (10)	17.63
2.	Do you consider the girl child as 'Paraya Dhan'?	7 (23.33)	23 (76.67)	7.5	5 (16 67)	25 (83.33)	12.03
3	Do you think that main concern of the women is confined to household chores only?	10 (33.33)	20 (66.67)	2.7	4 (13.33)	26 (86.67)	14.7
4.	Do you agree that educated women are given more respect as compared to illiterate women in society?	27 (90)	3 (10)	17.63	28 (93.33)	2 (6.67)	20.83
5.	Should the women of respectable families be in government jobs?	9 (30)	21 (70)	4.03	26 (86.67)	4 (13.33)	14.7
6.	Should women case their votes only at the will of their husbands?	7 (23.33)	23 (76.67)	7.5	4 (13.33)	26 (86.67)	14.7
7.	Does participation of women in elections and politsica adversely affect thier image?	21 (70)	9 (30)	4 03	6 (20)	24 (80)	9.63

(Figures shown in parenthesis indicate percentages)

Note: Item no 8 and 9 of 'Status of Women' aspect and responses of respondents on these items are not given in this table Description of these items have been given in the item-wise analysis and interpretation of this table in the following pages

16.67 per cent respondents belonging to non-Meo families have given their response in 'Yes' and 83.33 percent in 'No' on this item. The chi-square value is 12.03 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the non-Meo respondents were not considering the girl child as 'Paraya Dhan'.

Thus it can be interpreted to mean that no difference was found between the opinion of Meos and non-Meos. They had similar views with regard to the consideration of girl child as 'Paraya Dhan'. Both the Meo and non-Meo respondents were not considering the girl child as 'Paraya Dhan'.

Item No. 3 - Do you think that main concern of the women is confined to household chores only?

Table 4.3.3 clearly shows that 33.33 per cent respondents belonging to Meo families have given their responses in 'Yes' and 66.67 per cent in 'No' on this item. The chi-square value is 2.7 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. The Meo respondents were divided on this item.

13.33 percent respondents belonging to non-Meos families have said 'Yes' and 86.67 per cent have said 'No' on this item. The chi-square value is 14.7 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it indicated that the non-Meo respondents were of the view that the main concern of women is not confined to household chores only.

No consensus was found among the Meo respondents on this item whereas the non-Meo respondents were of the opinion that the main concern of women is not confined to household chores only.

Item No. 4 - Do you agree that educated women are given more respect as compared to illiterate women in society?

It can be observed from table 4.3.3 that 90 per cent Meo respondents have expressed their response in 'Yes' and 10 per cent in 'No' on item no. 4. The chi-square value is 17.63 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. These respondents opined that educated women are given more respect as compared to illiterate women in society.

In case of non-Meos, 93.33 per cent respondents have said 'Yes' and 6.67 per cent have said 'No' on this item. The chi-square value is 20.83 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the most of non-Meo respondents were of the opinion that educated women are given more respect as compared to illiterate women in society.

Thus it can be interpreted to mean that the Meo and non-Meo respondents were of the same view with regard to the respect given to an educated women. The respondents belonging to Meo and non-Meo families were of the opinion that educated women are given more respect as compared to illiterate women in society.

Item No. 5 - Should the women of respectable families be in Government jobs?

It is clear from table 4.3.3 that 30 per cent respondents belonging to Meo families have given their response in 'Yes' and 70 per cent in 'No' on item no. 5. The chi-square value is 4.03 which is found to be significant at 0.05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The Meo were not in favour of women employment in government jobs.

In case of non-Meos, 86.67 per cent respondents have given their response in 'Yes' and 13.33 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that the non-Meo respondents were in favour of women employment in government jobs.

Thus it can be concluded that the Meo respondents were not in favour of women employment in government jobs whereas the non-Meo respondents were in favour of women employment in government jobs.

Item No. 6 - Should women cast their votes only at the will of their husbands?

The table 4.3.3 clearly reveals that the 23.33 per cent Meo respondents have given their opinion in 'Yes' and 76.67 per cent in 'No' on item no. 6. The chi-square value is 7.5 which is found to be significant at 0.1 level. It means that the difference between the 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the Meo respondents were of the opinion that the women should cast their votes independently (not at the will of their husbands but at their own).

In case of non-Meos 13.33 per cent respondents have said 'Yes' and 86.67 per cent said 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the non-Meo respondents were also of the opinion that women should cast their votes independently (not at the will of their husbands but at their own)

Therefore, it can be concluded that the Meo and non Meo respondents had similar views on this item and they were of the opinion that women should cast their votes independently.

Item No. 7 - Does participation of women in elections and politics adversely affect their image?

It can be seen from table 4.3.3 that 70 per cent respondents belonging to Meo families have given their response in 'Yes' and 30 per cent in 'No' on item no. 7. The chi square value is 4.03 which is found to be significant at 0.05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the respondents were of the opinion that participation of women in elections and politics was going to have adverse effect on the image of women.

In case of non-Meos, 20 per cent respondents have given their opinion in 'Yes' and 80 per cent in 'No' on this item. The chi square value is 9.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to a chance and the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the non-Meo respondents were of the opinion that the participation of women in elections and politics were not adversely affecting the image of women.

Thus it can be said interpreted to mean that there was difference of opinion between Meos and non-Meos on this item with regard to participation of women in elections and politics. In the opinion of Meos, participation of women in elections and politics was going to have an adverse effect on the image of women whereas the non-Meos were not in that view.

Item No. 8 - Status of women is :

(i) Equal to men

(ii) Lower than men

The following table 4.3.3.1 shows the responses given by Meo and non-Meos respondents on the above item.

Table - 4.3.3.1

Views of Meos and non-Meos towards women

No.	*Status of Women is :*	*Meo respondents (N=30)*		*Non-Meo respondents (N=30)*	
		Responses	X^2	*Responses*	X^2
(i)	Equal to men	23		24	
		(76.67)	7.5	(80)	9.63
(ii)	Lower than men	7		6	
		(23.33)		(20)	

(Figures shown in parenthesis indicate percentages)

Table 4.3.3.1 reveals that 76.67 per cent Meo respondents were of the opinion that the status of women is equal to men whereas 23.33 per cent indicated that it is lower than men. The chi-square value is 7.5 which is found to be significant at .01 level. The number of responses on status of women is equal to men is significantly higher than the responses on Status of women is lower than men'. Therefore, it can be said that most of the Meo respondents considered that status of women as equal to men.

In case of non-Meos, 80 per cent respondents have marked their responses on 'status of women is equal to men ' whereas 20 per cent have marked their response on 'status of women is lower than men'. The chi-square value is 9.63 which is found to be significant at .01 level. It means that the most of non-Meo respondents were of the view that status of the women is equal to men.

Thus it can be said that most of the Meo and non-Meo respondents had similar views with regard to status of women. In their opinion status of women is equal to men.

Item No. 9 - The responsibility of upbringing /rearing to children rests with :

(i) Women only

(ii) Both men and women

The following table 4.3.3.2 shows the responses given by Meo and non-Meo respondents on above item.

Table - 4.3.3.2

Views of Meos and non-Meos regarding the responsibility of upbringing of children

No.	*Responsibility of upbringing of children rests with:*	*Meo respondents (N = 30)*		*Non-Meo respondents (N - 30)*	
		Responses	X^2	*Responses*	X^2
(i)	Women only	10 (33.33)	2.7	8 (26.67)	5.63
(ii)	Both men and women	20 (66.67)		22 (73.33)	

(Figures shown in parenthesis indicate percentages)

The above table 4.3.3.2 shows that 33.33 per cent Meo respondents were of the opinion that the responsibility of upbringing/ rearing of children rests with women only whereas 66.67 per cent opined that the responsibility of upbringing the children rests with both men and women. The chi-square value is 2.7 which is not found to be significant at any of the acceptable levels. Thus it can be stated that the Meo respondents were divided on this item.

In case of non-Meos, 26.67 per cent respondents were of the opinion that the responsibility of upbringing /rearing of children rests with women only whereas 73.33 per cent were of the view that it was the joint responsibility of both men and

women. The chi-square value is 5.63 which is found to be significant at .05 level. It indicates that responses of non-Meo respondents are significantly higher on 'Responsibility of upbringing /rearing of children rests with both men and women' as compared to those on 'responsibility of upbringing /rearing of children rests with women only.

Therefore, it can be said that the Meo respondents were divided on this item whereas the non-Meo respondents were of the opinion that the responsibility of upbringing/rearing of children rests with both men and women.

The above analysis and interpretation shows that both the Meo and non-Meo respondents were of the opinion that the women are in no way inferior to men and in their opinion girl child was not a 'Paraya Dhan'. On the issue - 'Whether the main concern of the women is confined to household chores only', the Meo respondents had no consensus whereas the non-Meo respondents were of the opinion that the main concern of women was not confined to household chores only. Both , the Meo and non-Meo respondents were of the opinion that educated women are given more respect as compared to illiterate women in society. The Meos were not in favour of women employment in government jobs whereas the non-Meos respondents were in favour of women employment. In their opinion even the women of respectable families could also be in govt. jobs,. The respondents of both the categories were of the same view that women should cast their votes independently not at the will of their husbands. Meo respondents were of the opinion that participation of women in elections and politics was going to affect their image adversely whereas the non-Meos were not of that view. Meo and non-Meos respondents considered the status of women as equal to men. The Meo respondents were divided on the item - 'the responsibility of upbringing children rests with women or both men and women', whereas the non-Meo respondents were of the view that it was the joint responsibility of both men and women.

(d) Views of Meos and non-Meos on 'Caste and Religion'.

The following table shows the responses given by the Meo and non-Meo respondents on different items covered under the aspect 'Caste and Religion'. An attempt has been made to study the impact of the education on the aspect - 'Caste and Religion' of these respondents through analysis and interpretation of their responses as presented in table 4.3.4.

In the light of table 4.3.4 item wise analysis and interpretation of 'Caste and Religion 'aspect is being presented as follows:

Item No. 1 - Do you believe in Caste System?

The table 4.3.4 shows that 13.33 per cent respondents belonging to Meo families have given their opinion in 'Yes' and 86.67 per cent in 'No' on item no. 1. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the Meo respondents did not believe in caste system.

In case of non-Meos, 10 per cent respondents have expressed their opinion in 'Yes' and 90 per cent in 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said the non-Meo respondents did not believe in caste system.

Thus it can be concluded that no difference was found between the opinion of Meos and non-Meos. They had similar views on this item and did not believe in caste system.

Table - 4.3.4

Views of Meos and non-Meos on 'Caste and Religion'

Item No	*Description of Items*	*Meo respondents N=30*			*Non - Meo respondents N=30*		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Do you believe in caste system?	4 (13.33)	26 (86.67)	14.7	3 (10)	27 (90)	17.63
2.	Should one mix up with others on the basis of the caste only?	5 (16.67)	25 (83.33)	12.03	4 (13.33)	26 (86.67)	14.7
3.	Should anyone be considered superior or inferior on the basis of caste?	7 (23.33)	23 (76.67)	7.5	4 (13.33)	26 (86.67)	14.7
4.	Should the occupation of any person be decided on the basis of caste?	2 (6.67)	28 (93.33)	20.83	2 (6.67)	28 (93.33)	20.83
5.	Should caste system be abolished to bring equality in the society?	27 (90)	3 (10)	17.63	29 (96.67)	1 (3.33)	24.3
6.	Do you pay respect to all religions?	25 (83.33)	5 (16.67)	12.03	27 (90)	3 (10)	17.63
7.	Do you consider all religions as equal?	28 (93.33)	2 (6.67)	20.83	26 (86.67)	4 (13.33)	14.7
8.	Should the people of different religions mix up with each other	27 (90) other?	3 (10)	17.63	28 (93.33)	2 (6.67)	20.83.
9.	Is it proper to fight with each other in the name of religion ?	1 (3.33)	29 (96.67)	24.3	2 (6.67)	28 (93.33)	20.83

(Figures shown in parenthesis indicate percentages)

Item No. 2 - Should one mix up with others on the basis of caste only?

Table 4.3.4 reveals that 16.67 per cent respondents belonging to Meo families have said 'Yes' and 83.33 per cent said 'No' on item no.2. The chi-square value is 12.03 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that majority of the Meo respondents were of the opinion that one should mix up with others without considering their caste.

In case of non-Meos, 13.33 per cent respondents have given their response in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the non-Meos respondents were of the opinion that one should mix up with others without considering their caste.

Thus it can be concluded that the Meo and non-Meo respondents did not differ on this item. Respondents of both the communities were of the opinion that one should mix up with others without any consideration of caste.

Item No. 3 - Should anyone be considered superior or inferior on the basis of caste?

It can be observed from table 4.3.4 that 23.33 per cent Meo respondents have responded in 'Yes' and 76.67 per cent in 'No' on item no. 3. The chi-square value is 7.5 which is found to be significant .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' response. Therefore, it can be said that the Meo respondents were of the opinion that a person should not be considered superior or inferior on the basis of caste.

In case of non Meos, 13.33 per cent respondents have given their opinion in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the non Meo respondents were of the opinion that one should not be considered superior or inferior on the basis of caste.

The Meo and non Meo respondents had similar view on this item and were of the opinion that a person should not be considered superior or inferior on the basis of caste.

Item No. 4 - Should the occupation of any person be decided on the basis of caste?

It can be observed from table 4.3.4 that only 6.67 per cent Meo respondents have said 'Yes'and rest 93.33 per cent said 'No' on item no. 4. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the respondents of this category were of the view that the occupation of a person should not be decided on the basis of caste.

In case of non-Meos , only 6.67 per cent respondents have given their response in 'Yes' and 93.33 per cent in 'No' on this item. The chi-square value is 20.83. It is found to be significant at .01 level. This means that the difference between 'Yes'and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the non-Meo respondents were of the opinion that the occupation of a person should not be decided on the basis of the caste.

Thus it can be concluded that no difference of opinion was found between the Meo and non-Meo respondents. Majority of the

Meo and non Meo respondents were of the view that the occupation of a person should not be decided on the basis of caste.

Item No. 5 – Should caste system be abolished to bring equality in the society?

Table 4.3.4 clearly reveals that 90 per cent respondents belonging to Meo families have responded in 'Yes' and 10 per cent in 'No' on item no. 5. The chi-square value is 12.60 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the respondents were of the opinion that caste system should be abolished to bring equality in society.

96.67 per cent respondents belonging to non-Meo families have responded in 'Yes' and 3.33 per cent in 'No' on item no. 5. The chi-square value is 24.1 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the non-Meo respondents were of the opinion that caste system should be abolished to bring equality in society.

Thus it can be concluded that the Meo and non-Meo respondents did not differ on this issue. They had similar views on this item and were of the opinion that caste system should be abolished to bring equality in society.

Item No. 6 – Do you pay respect to all religions?

Table 4.3.4 reveals that 83.33 per cent Meo respondents have given their response in 'Yes' and 16.67 per cent in 'No' on item no. 6. The chi-square value is 12.03 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the Meo respondents were paying due respect to all religions.

In case of non-Meos, 90 per cent respondents have given their response in 'Yes' and 10 per cent in 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. It means that the difference between 'Yes'and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the non-Meo respondents were paying due respect to all religions.

Thus it can be interpreted to mean that no difference was found in the opinion of Meo and non-Meo respondents. They had similar views on this item.

Item No. 7- Do you consider all religions as equal?

The table 4.3.4 clearly indicates that 93.33 per cent respondents belonging to Meo families have responded in 'Yes' and 6.67 per cent in 'No' on item no. 7. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the Meo respondents considered all religions as equal.

In case of non-Meos , 86.67 per cent respondents have said 'Yes' and 13.33 per cent said 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the non-Meo respondents considered all religions as equal.

Thus it can be interpreted to mean that the Meo and non-Meo respondents had similar views on this item and considered all religions as equal.

Item No. 8 - Should the people of different religions mix up with each other?

It is evident from table 4.3.4 that 90 per cent respondents belonging to Meo families have responded in 'Yes' and 10 per cent in 'No' on item no. 8. The chi-square value is 17.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that the Meo respondents were of the opinion that people of different religions should mix up with each other.

93.33 per cent non-Meo respondents have given their responses in 'Yes' and 6.67 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of the 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the non-Meo respondents were of the opinion that the people of different religions should mix up with each other.

Thus it can be interpreted to mean that the difference of opinion was found between the Meo and non-Meo respondents. They had similar views on this item and were of the opinion that people of different religions should mix up with each other.

Item No. 9 - Is it proper to fight with each other in the name of religion?

It can be observed from table 4.3.4 that only 3.33 per cent respondents belonging to Meo families have given their opinion in 'Yes' and 96.67 per cent in 'No' on item no. 9. The chi- square value is 24.3 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is

significantly higher than 'Yes' responses. In other words, it can be said that the most of the Meo respondents were of the opinion that it is not proper to fight with each other in the name of religion.

Only 6.67 per cent respondents belonging to non-Meo families have marked their response in 'Yes' and 93.33 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' response is significantly higher than 'Yes' responses . In other words, it can be said that the non-Meo respondents did not consider it proper to fight with each other in the name of religion.

Thus it can be concluded that Meo and non-Meo respondents did not differ on this item. They had similar views on this item and did not consider it proper to fight in the name of religion.

It is clear from the above interpretation that the Meo and non-Meo respondents did not believe in caste system and they were also of the opinion that one should mix up with other without considering caste factor. The respondents belonging to both Meo and non-Meo families opined that no person should be considered superior or inferior on the basis of caste and were also of the opinion that the occupation of a person should not be decided on the basis of caste. Both the Meo and non-Meo respondents were of the opinion the caste system should be abolished to bring equality in the society. Both Meo and non-Meo had respect for all religions and considered all religions as equal. They were also of the opinion that people of different religions should mix up with each other. They also did not think it proper to fight with each other in the name of religion.

To sum up, it can be concluded that respondents of both Meo and non-Meo communities had similar views on the aspect 'Caste and Religion' .

(e) Views of Meos and non-Meos on 'Beliefs and Superstitions'

The table 4.3.5 shows the responses given by the respondents belonging to Meo and non-Meo families on different items covered under that aspect 'Beliefs and Superstitions'. An attempt has been made to study the impact of education on the aspect - 'Beliefs and Superstitions' of these responses through analysis and interpretation of their response as presented in the table 4.3.5.

In the light of table 4.3.5, item -wise analysis and interpretation of 'Beliefs and Superstitions' aspect is being presented as follows:

Item no. 1 - Whether all the women of your family observe 'Pardah'?

Table 4.3.5 reveals that 80 per cent respondents belonging to Meo families have given their response in 'Yes' and 20 per cent in 'No' on item no. 1. The chi-square value is 9.63 which is found to be significant at .01 level. It means that the difference between the 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that in majority of the Meo families, all the women were observing 'Pardah'.

In case of non-Meos , 76.67 per cent respondents have given their response in 'Yes' and 23.33 per cent in 'No on this item. The chi-square value is 7.5 which is found significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance .The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that in majority of the non-Meo families all the women were observing 'Pardah'.

Thus it can be concluded that no difference of opinion was found between Meos and non-Meos on this item. They had similar view on this issue and all the women of their families were observing 'Pardah'.

Table 4.3.5

Views of Meos and non-Meos on 'Beliefs and Superstitions'

Item no.	Description of Items	Meo respondents N=30			Non-Meo respondents N=30		
		Yes	No	X^2	Yes	No	X^2
1.	Whether all the women of your family observe 'Pardah'?	24 (80)	6 (20)	9.63	23 (76.67)	7 (23.33)	7.5
2.	Do you go to 'Jhad Phunk Walas' (Tantriks) also in case of your illness or illness of any family member?	5 (16.67)	25 (83.33)	12.03	4 (13.33)	26 (86.67)	14.7
3.	Do you think that 'Jhad Phunk Walas' can cure the disease?	5 (16.67)	25 (83.33)	12.03	4 (13.33)	26 (86.67)	14.7
4.	Do you believe in Black Magic (Jadu Tona) ?	3 (10)	27 (90)	17.63	5 (16.67)	25 (83.33)	12.03
5.	Do you believe in fate?	23 (76.67)	7 (23.33)	7.5	18 (60)	12 (40)	.83
6.	Do you believe in Ghosts (evil spirits)?	4 (13.33)	26 (86.67)	14.7	6 (20)	24 (80)	9.63

(Figures shown in parenthesis indicate percentages)

Item no. 2 - Do you go to 'Jhad Phunk Walas' (Tantriks) also in case of your illness or illness of any family member?

Table 4.3.5 clearly indicates that 16.67 per cent respondents belonging to Meo families have given their response in 'Yes' and 83.33 per cent in 'No' on item no. 2. The chi-square value is 12.03 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that majority of the Meo respondents did not go to the 'Jhad Phunk Walas' (Tantriks) in case of their illness or illness of any member of their family.

In case of non-Meos, 13.33 per cent respondents have responded in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' response. In other words, it can be said that the non-Meo respondents also did not go to 'Jhad Phunk Walas' in case of their illness or illness of any member of their family.

Thus it can be interpreted to mean that the Meo and non-Meo respondents did not differ on this item and they had similar views on the issue regarding their faith in 'Jhad Phunk Walas'.

Item No. 3 - Do you think that 'Jhad Phunk Walas' can cure the disease?

It can be observed from table 4.3.5 that 16.67 per cent Meo respondents have marked their responses in 'Yes' and 83.33 per cent in 'No' on item no. 3. The chi-square value is 12.03 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The

number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the Meo respondents had no faith in 'Jhad Phunk Walas' and their ability to cure the disease.

In case of the non-Meos, 13.33 per cent respondents have responded in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the non-Meo respondents had also no faith in 'Jhad Phunk Walas' and their ability to cure the disease.

Thus it can be interpreted to mean that the Meo and non-Meo respondents did not differ in their opinion regarding 'Jhad Phunk Walas' as they had similar views on this item.

Item no. 4 - Do you believe in Black Magic (Jadu Tona)?

Table 4.3.5 indicates that 10 per cent Meo respondents have given their responses in 'Yes' and 90 per cent in 'No' on item no. 4. The chi-square value is 17.63 which is found to be significant at .01 level. It means that the difference between the 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the Meo respondents did not believe in Black Magic.

16.67 per cent respondents belonging to non-Meo families have said 'Yes' and 83.33 per cent said 'No' on this item. The chi-square value is 12.03 which is found to be significant at 0.01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that non-Meos respondents also did not believe in Black Magic.

Thus it can be concluded that no difference of opinion was found between the Meos and non-Meos regard to their faith in Black Magic.

Item no. 5 - Do you believe in fate?

Table 4.3.5 clearly reveals that 76.67 per cent respondents belonging to Meo families have expressed their opinion in 'Yes' and 23.33 per cent in 'No' on item no. 5. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the Meo respondents believed in fate.

In case of non-Meos, 60 per cent respondents have responded in 'Yes' and 40 per cent in 'No' on this item. The chi-square value is .83 which is not found to be significant at any of the acceptable level. It implies that the difference between 'Yes' and 'No' responses is due to chance. The non-Meo respondents were equally divided on this item regarding fate.

Thus it can be interpreted to mean that the Meo respondents believed in fate whereas the non-Meos divided on this issue.

Item no. 6 - Do you believe in Ghosts (evil spirits)?

It can be observed from table 4.3.5 that 13.33 per cent respondents belonging to Meo families have given their response in 'Yes' and 86.67 per cent in 'No' on item no. 6. The chi-square value is 14.7 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Thus it can be said that majority of the Meo respondents did not believe in Ghosts. The table clearly shows that only four Meo respondents believed in the existence of Ghosts. When these respondents who responded in 'Yes'

(believed in Ghosts), were further asked 'Whether they believed that Ghosts could do harm to anybody or his family, all the four respondents responded that Ghosts could do that also.

In case of non-Meos, 20 per cent respondents have given their responses in 'Yes' and 80 per cent in 'No' on this item. The chi-square value is 9.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that majority of the non-Meos respondents did not believe in Ghosts. The table clearly shows that only six non-Meos respondents, who had given their response, in 'Yes' believed in the existence of Ghosts. When these respondents ,who responded in 'Yes' (believed in Ghosts), were further asked whether they believed that Ghosts could do harm to anybody or anybody's family, all the six respondents responded that Ghosts could do that also.

Thus it can be concluded that the Meo and non-Meo respondents did not differ in their opinion with regard to existence of Ghosts. They had similar views on this item and did not believe in the existence of Ghosts.

It is clear from above interpretation that on the item - 'whether all the women of your family observe 'Pardah', the majority of respondents of both Meo and non-Meo communities had responded in 'Yes' and accepted that their women were observing 'Pardah'. The Meo and non-Meo respondents were not going to 'Jhad Phunk Walas' in case of their illness or illness of any member of their family and they had no faith in 'Jhad Phunk Walas' and in their ability to cure the disease. The respondence belonging to both Meo and non-Meo families did not believe in Black-Magic (Jadu Tona). The Meo respondents believed in the fate whereas the non-Meos were equally divided on this issue. The respondents belonging to both Meo and non-Meo families did not believe in Ghosts.

(f) Views of Meos and non-Meos on Social evils and anti-Social activities.

The table 4.3.6 shows the responses given by the Meo and non-Meo respondents on different items covered under the aspect 'Social evils and anti-Social activities'. An attempt has been made to study the impact of the education on the aspect - 'Social evils and anti-Social activities' of these respondents through analysis and interpretation of their responses as presented in the table 4.3.6.

In the light of table 4.3.6, item-wise analysis and interpretation of 'Social evils and anti Social activities' aspect is being presented as follows:

Item no. 1 - Do you believe in dowry system prevalent in your society?

It can be observed from table 4.3.6 that 16.67 per cent respondents belonging to Meo families have given their response in 'Yes' and 83.33 per cent in 'No' on item no 1. The chi-square values is 12.03 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' response is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the Meo respondents did not believe in dowry system prevalent in their society.

In case of non-Meos, 13.33 per cent respondents have said 'Yes' and 86.67 per cent said 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not by chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the non-Meo respondents also did not believe in the dowry system prevalent in their society.

Table - 4.3.6

Views of Meos and non-Meos on 'Social evils and Anti -Social Activities

Item No.	*Description of Items*	*Meo respondents N=30*			*Non-Meos respondents N=30*		
		Yes	*No*	X^2	*Yes*	*No*	X^2
1.	Do you believe in dowry system prevalent in your society?	5 (16.67)	25 (83.33)	12.03	4 (13.33)	26 (86.67)	14.7
2.	Do you think giving or demanding of dowry is a good practice?	5 (16.67)	25 (83.33)	12.03	4 (13.33)	26 (86.67)	14.7
3.	Has your family accepted or given dowry in the marriage(s)?	4 (13.33)	26 (86.67)	14.7	4 (13.33)	26 (86.67)	14.7
4.	Will you demand dowry in the marriage of your son(s)?	4 (13.33)	26 (86.67)	14.7	3 (10)	27 (90)	17.63
5.	Are you in favour of widow marriage?	30 (100)	-	-	30 (100)	-	-

6.	Are you in favour of the prevalent practices of child marriage in your community?	8 (26.67)	22 (73.33)	5.63	-	30 (100)	-
7.	Do you believe in untouchability?	4 (13.33)	26 (86.67)	14.7	3 (10)	27 (90)	17.63
8.	Is any member of your family involved in committing crime/ offences?	2 (6.67)	28 (93.33)	20.83	1 (3.33)	29 (96.67)	24.3
9.	Is your family having any relations with suchpersons who are involved in crimes?	3 (10)	27 (90)	17.63	2 (6.67)	28 (93.33)	20.83
10.	Do your family have enmity with any other family?	3 (10)	27 (90)	17.63	-	30 (100)	-
11.	Do you think past (old) enmity be continued for ever?	2 (6.67)	28 (93.33)	20.83	-	30 (100)	-
12.	Is any trial going on against you or any member of your family in court of law?	6 (20)	24 (80)	9.63	2 (6.67)	28 (93.33)	20.83

(Figures shown in parenthesis indicate percentages)

Thus it can be interpreted to mean that the Meo and non-Meos respondents had similar views on this item.

Item no. 2 - Do you think giving or demanding of dowry is a good practice.?

Table 4.3.6 indicates that 16.67 per cent Meo respondents have responded in 'Yes' and 83.33 per cent in 'No' on item no. 2. The chi-square value is 12.03 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the Meo respondents were of the opinion that giving or demanding of dowry is not a good practice.

In case of non-Meos, 13.33 per cent respondents have given their opinion in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that the majority of the non-Meo respondents were of the opinion that giving and demanding dowry is not a good practice.

Thus it can be interpreted to mean that no difference of opinion was found between Meo and non-Meo respondents with regard to dowry system. They had similar views on this item.

Item no. 3 - Has your family accepted or given dowry in the marriage (s)?

It can be observed from table 4.3.6 that 13.33 per cent respondents belonging to Meo families have given their response in 'Yes' and 86.67 per cent in 'No' on this item no. 3. The chi-square value is 14.7 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher

than 'Yes' responses. In other words, it can be said that majority of the Meo respondents had not accepted or given dowry in marriage (s).

13.33 per cent respondents belonging to non-Meo families have responded in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses . Hence, it can be said that majority of the non-Meo respondents had not accepted or given dowry in the marriage (s).

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents with regard to accepting /giving dowry in marriage. They had similar views on this item and had not accepted or given dowry in the marriage(s).

Item no. 4 - Will you demand dowry in the marriage of your son(s)?

Table 4.3.6 clearly shows that 13.33 per cent Meo respondence have expressed their opinion in 'Yes' and 86.67 per cent in 'No' on this item no. 4. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the Meo respondents were of the view that they would not demand dowry in the marriage of their son(s).

In case of non-Meos, 10 per cent respondents have responded in 'Yes' and 90 per cent in 'No' on this item. The chi-square value is 17.63. It is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is

significantly higher than 'Yes' responses. Therefore, it can be said that majority of the non-Meo respondents were of the view that they would not demand dowry in the marriage of their son(s).

Thus it can be interpreted to mean that the views of Meo and non-Meo respondents had similar views on this item.

Item No. 5 - Are you in favour of widow marriage?

Table 4.3.6 clearly shows that all the Meo and non-Meo respondents had given their response in 'Yes' on item no. 5. It means that all the respondents belonging to both Meo and non-Meo families were in favour of widow marriage.

Item no. 6 - Are you in favour of the prevalent practice of child marriage in your community?

The table 4.3.6 clearly shows that 26.67 per cent respondents belonging to Meo families have given their opinion in 'Yes' and 73.33 per cent in 'No' on item no. 6. The chi-square value is 5.63 which is found to be significant at .05 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses . In other words, it can be said that majority of the Meo respondents were not in favour of child marriage. However, the table 4.3.6 also indicates that 26.67 per cent Meos were in favour of child marriage.

In case of non-Meos, all the respondents have given their opinion in 'No' on this item. It means that all the non-Meos respondents were not in favour of child marriage.

Therefore, it can be said that the no difference of opinion was found between the Meo and non -Meo respondents. Majority of the Meo respondents and all the non-Meo respondents were not in favour of child marriage.

Item No. 7 - Do you believe in untouchability?

It can be seen from table 4.3.6 that 13.33 per cent Meo respondents have given their response in 'Yes' and 86.67 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It implies that the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that most of the Meo respondents did not believe in untouchability.

10 per cent respondents belonging to non-Meo families have said 'Yes' and 90 per cent 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that most of the non-Meo respondents also did not believe in untouchability.

Thus it can be interpreted to mean that the Meo and non-Meo respondents had similar views on this item and they did not believe in untouchability.

Item No. 8 - Is any member of your family involved in committing crimes / offences?

Table 4.3.6 reveals that 6.67 per cent respondents belonging to Meo families have given their response in 'Yes' and 93.33 per cent in 'No' on item no. 8. The chi-square value is 20.83 which is found to be significant at .01 level. it means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that majority of the Meo respondents were of the opinion that no member was involved in committing crimes/offences.

In case of non-Meos, 3.33 per cent respondents have given their response in 'Yes' and 96.67 per cent in 'No' on this item.

The chi-square value is 24.3 which is found to be significant at .01 level. This implies that the difference between 'Yes' and 'No' is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that the majority of the non-Meo respondents were of the opinion that no member of their family was involved in committing crimes.

Thus it can be interpreted to mean that no difference of opinion was found between Meo and non-Meo respondents. They had similar views on this item.

Item No. 9 - Is your family having any relations with such persons who are involved in crimes?

It is clear from table 4.3.6 that 10 per cent respondents belonging to Meo families have expressed their response in 'Yes' and 90 per cent in 'No' on item no. 9. The chi-square value is 17.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that the Meo respondents were of the opinion that their family had no relations with such persons who were involved in crimes .

In case of non-Meos, only 6.67 per cent respondents have given their response in 'Yes' and 93.33 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'no' responses is significantly higher than 'Yes' responses. Hence, it can be said that the non-Meo respondents were of the opinion that their family had no relations with such persons who were involved in crimes.

Thus it can be interpreted to mean that the Meo and non-Meo respondents did not differ on this item. They had similar views and had no relations with such persons who were involved in crimes.

Item No. 10 - Do your family have enmity with any other family?

It can be seen from table 4.3.6 that 10 per cent Meo respondents have given their response in 'Yes' and 90 per cent in 'No' on this item no. 10. The chi-square value is 17.63 which is found to be significant at .01 level. It implies that the difference between 'Yes'and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the Meo families had no enmity with other families. Only three Meo families had enmity with other families. Those respondents , whose families had enmity with other families, were further asked if such enmity is still going on. One respondent out of three had stated that presently it was not going on (settled) whereas the remaining two respondence indicated that it was still going on (continue).

In case of non-Meos, all the respondents have given their response in 'No' on this item. It means that none of the non-Meo families had any enmity with other families.

Thus it can be interpreted to mean that majority of the Meo families had no enmity with other families. Only three Meo families had such enmity whereas none of the non-Meo families had any enmity.

Item No. 11 - Do you think past (old) enmity be continued for ever?

The table 4.3.6 reveals that 6.67 per cent respondents belonging to Meo families have given their response in 'Yes' and 93.33 per cent in 'No' on this item no. 11. The chi- square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Hence, it can be said that most of the Meo respondents were of the view that past (old) enmity should not be continued for ever.

All the respondents belonging to non-Meo families have given their response in 'No' on this item. It means that all non-Meo respondents were of the opinion that past enmity should not be continued for ever.

Thus it can be interpreted to mean that the Meo and non-Meo respondents had similar views on the item. The were of the opinion that past enmity should not be continued for ever.

Item No. 12 - Is any trial going on against you or any member of your family in court of law?

It can be observed from table 4.3.6 that 20 per cent Meo respondents have expressed their opinion in 'Yes' and 80 per cent in 'No' on item no. 12. The chi-square value is 9.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the Meo respondents were of the opinion that no trial was going on against them or any member of their family in court of law. Only six Meo respondents accepted that trial was going on against them or some member of their family in the court of law.

In case of non-Meo 6.67 per cent respondents have given their response in 'Yes' and 93.33 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that most of the non-Meo respondents were also of the opinion that no trial was going on against them or any member of their family. Only two non-Meo respondents accepted that trial was going on against them or any member of their family.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents

on this item. They had similar views on this item. Majority of the Meo and non-Meo respondents indicated that no trial was going on against them or any member of their family.

The respondents belonging to Meo and non Meo families, who had given their response in 'Yes' on this item (No. 12) were further asked:

What type of case was that for which trial was going on in court of law?

The responses of these respondents are being presented in the following table 4.3.6.1

Table - 4.3.6.1

Involvement of Meos and Non-Meos in offences

Item No	*Nature of Case*	*No. of Meo respondents* N=6	*No. of Non Meo respondents* N=2
(i)	Criminal	2	
(ii)	Civil	4	2

The above given table 4.3.6.1 shows that only two respondents belonging to Meo families accepted that some type of criminal case was going on against them in the court whereas four Meo respondents indicated that their civil cases were going on in the court. Most of these cases were related to land disputes.

In case of non-Meos, only two respondents accepted that in their case, civil cases were going on in the court and they were not involved in any criminal case.

The above interpretation clearly shows that majority of the Meo and non-Meo respondents did not believe in the dowry system prevalent in their society and they were of the opinion that giving and demanding of dowry was not a good practice. The Meo and non-Meo respondents indicated that their family had not accepted or given dowry in the marriages. Majority of

the Meos and non-Meos were of the opinion that their family would not demand dowry in the marriages of their son (s). All the Meo and non-Meo respondents were in favour of widow marriage. 26.67 per cent Meos were in favour of child marriage while majority of them disfavoured child marriage. In case of non-Meos, all the respondents disfavoured child marriage. Both Meo and non-Meo respondents did not believe in untouchability. The Meo and non-Meo respondents were also of the opinion that no member of their family was involved in committing any crime/offence and their families had no relations with such persons who were involved in crimes. Majority of Meos and all the non-Meos were of the view that their family had no enmity with any other family and they were also of the same view that past feud, enmity should not be continued for ever. Majority of the Meo and non-Meo respondents indicated that no trial was going on against them or any member of their family in the court of law.

(g) General Awareness among Meos and non-Meos

The following table shows the response given by the Meo and non-Meo respondents on different items covered under the aspect 'General Awareness'. An attempt has been made to study the impact of education on 'General Awareness' of these respondents through analysis and interpretation of their responses as presented in table 4.4.7.

In the light of table 4.4.7, item—wise analysis and interpretation of 'General Awareness' aspect is being presented as follows.

Item No. 1 Can you read newspaper?

Table 4.4.7 shows that 80 per cent Meo respondents have responded in 'Yes' and 20 per cent in 'No' on item no. 1. The chi-square value is 9.60 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No'

General Awareness Among Meos and Non-Meos

responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the Meo respondents were able to read the newspaper.

In case of non-Meos, 90 per cent respondents have given their opinion in 'Yes' and 10 per cent in 'No'. The chi-square value is 17.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that non-Meo respondents were also able to read newspaper.

The respondents, who had given their response in 'Yes', were further asked: Whether they read the newspaper daily?

24 Meo and 27 non-Meo respondents had given their response in 'Yes' on item no. 1. Their responses are given in the following table 4.3.7.1

Table - 4.3.7.1

Habit of 'News-Paper Reading' Among Meos and non-Meos

No.	*Reading of Newspaper*	*No of Meo respondents N=24*	*No. of non-Meo respondents N=27*
(i)	Regular readers (Daily)	15	22
(ii)	Casual readers (Sometimes)	9	5

The above table 4.3.7.1 shows that out of 24 Meo respondents, 15 were reading the newspaper daily whereas 9 were casual readers.

In case of non-Meo respondents, 22 were regular newspaper readers and 5 were casual readers.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents with regard to this issue. 15 Meos (out of 24) and 22 non-Meos (out of 27) were reading newspapers daily.

Item No. 2 - Can you explain your problems properly in different government offices ?

Table 4.3.7 clearly indicates that 83.33 per cent respondents belonging to Meo families have given their response in 'Yes' and 16.67 per cent in 'No' on item no. 2. The chi-square value is 12.03 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the Meo respondents could explain their problems properly in different government offices.

In case of non-Meos, 96.67 per cent respondents have responded in 'Yes' and 3.33 per cent in 'No'. The chi-square value is 24.3 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the non-Meo respondents were able to explain their problems properly in different government offices.

Thus it can be said that the Meo and non-Meo respondents had similar views on this item.

Item No.3 - Do you feel that your region is backward as compared to other regions of Haryana ?

It can be observed from table 4.3.7 that 90 per cent Meo respondents have given their response in 'Yes' and 10 per cent in 'No' on item no. 3. The chi-square value is 17.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the

number of 'Yes' responses is significantly higher than 'No' responses In other words, it can be said that most of the Meos were of the opinion that their region was backward as compared to other parts of Haryana.

All the non-Meo respondents have given their response in 'Yes' on this item. It means that all of them were of the opinion that their region was backward as compared to other parts of Haryana 27 respondents belonging to Meo families and 30 respondents belonging to non-Meo families were of the opinion that their region was backward as compared to other parts of Haryana.

Those Meo and non-Meo respondents, who had given their response in 'Yes' were further asked:

What were the reasons of this backwardness?

The reasons suggested by them are given in the following table 4.3.7.2

Table - 4.3.7.2

Views of Meos and non-Meos regarding backwardness of Mewat

No.	*Reasons of Backwardness N=27*	*No of Meo Respondents N-30*	*No. of non-Meo Respondents*
(i)	High rate of illiteracy	27	30
(ii)	Unemployment	27	22
(iii)	Lack of irrigation facilities/water resources	8	12
(iv)	Lack of interest of local political leaders	7	11
(v)	Other reasons	10	7

The above given table 4.3.7.2 clearly shows that all the 27 Meo respondents who were of the opinion that their region was backward, considered high rate of illiteracy and unemployment as the main reasons of this backwardness. Again 8 Meo respondents were also

of the opinion that lack of irrigation facilities was the cause of this backwardness. In the view of 7 respondents local political leaders were responsible for the backwardness of the region. They indicated that these local leaders were not taking interest in the development of this area. 10 respondents had given some other reasons like poverty, large size of families, physiography of the area (hilly) etc. for its backwardness. These people pointed out that the developmental plans started by the government were not reaching to them.

All the 30 non-Meo respondents, who considered this region as backward, indicated that high rate of illiteracy was the main cause of this backwardness. Again 22 respondents also considered unemployment as one of the reasons, 12 were of the view that lack of irrigation facilities was the reason, 11 respondents opined that local political leaders were responsible for this backwardness due to their lack of interest for development. 7 non-Meo respondents were of the opinion that poverty, absence of industries, physiography of the area (hilly) were the main causes of backwardness of this region.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents with regard to backwardness of the region. They had similar view on this item. Both Meo and non-Meo respondents were of the opinion that their region was backward as compared to other regions of Haryana and this backwardness was due to high rate of illiteracy/lack of education, unemployment and lack of irrigation facilities in the region.

Item No.4 - Have you heard about Mewat Development Board / Agency ?

Table 4.3.7 clearly shows that all the Meo and non-Meo respondents had given their response in 'Yes' on item no. 4. It means that all the Meos and non-Meos were knowing about Mewat Development Board /Agency (MDB/MDA). All those 30 Meo and 30 non-Meo respondents, who had given their response in 'Yes' on item no. 4, were further asked about the type of developmental activities being carried out by Mewat Development Board / Agency.

number of 'Yes' responses is significantly higher than 'No' responses In other words, it can be said that most of the Meos were of the opinion that their region was backward as compared to other parts of Haryana.

All the non-Meo respondents have given their response in 'Yes' on this item. It means that all of them were of the opinion that their region was backward as compared to other parts of Haryana 27 respondents belonging to Meo families and 30 respondents belonging to non-Meo families were of the opinion that their region was backward as compared to other parts of Haryana.

Those Meo and non-Meo respondents, who had given their response in 'Yes' were further asked:

What were the reasons of this backwardness?

The reasons suggested by them are given in the following table 4.3.7.2

Table - 4.3.7.2

Views of Meos and non-Meos regarding backwardness of Mewat

No.	*Reasons of Backwardness N=27*	*No. of Meo Respondents N=30*	*No. of non-Meo Respondents*
(i)	High rate of illiteracy	27	30
(ii)	Unemployment	27	22
(iii)	Lack of irrigation facilities/water resources	8	12
(iv)	Lack of interest of local political leaders	7	11
(v)	Other reasons	10	7

The above given table 4.3.7.2 clearly shows that all the 27 Meo respondents who were of the opinion that their region was backward, considered high rate of illiteracy and unemployment as the main reasons of this backwardness. Again 8 Meo respondents were also

of the opinion that lack of irrigation facilities was the cause of this backwardness. In the view of 7 respondents local political leaders were responsible for the backwardness of the region. They indicated that these local leaders were not taking interest in the development of this area. 10 respondents had given some other reasons like poverty, large size of families, physiography of the area (hilly) etc. for its backwardness. These people pointed out that the developmental plans started by the government were not reaching to them.

All the 30 non-Meo respondents, who considered this region as backward, indicated that high rate of illiteracy was the main cause of this backwardness. Again 22 respondents also considered unemployment as one of the reasons, 12 were of the view that lack of irrigation facilities was the reason, 11 respondents opined that local political leaders were responsible for this backwardness due to their lack of interest for development. 7 non-Meo respondents were of the opinion that poverty, absence of industries, physiography of the area (hilly) were the main causes of backwardness of this region.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents with regard to backwardness of the region. They had similar view on this item. Both Meo and non-Meo respondents were of the opinion that their region was backward as compared to other regions of Haryana and this backwardness was due to high rate of illiteracy/lack of education, unemployment and lack of irrigation facilities in the region.

Item No.4 - Have you heard about Mewat Development Board / Agency ?

Table 4.3.7 clearly shows that all the Meo and non-Meo respondents had given their response in 'Yes' on item no. 4. It means that all the Meos and non-Meos were knowing about Mewat Development Board /Agency (MDB/MDA). All those 30 Meo and 30 non-Meo respondents, who had given their response in 'Yes' on item no. 4, were further asked about the type of developmental activities being carried out by Mewat Development Board / Agency.

The responses of these 30 Meo and 30 non-Meo respondents are given in the following table 4.3.7.3

Table - 4.3.7.3

Views of Meos and non-Meos regarding the development activities of Mewat development board/agency

No.	*Types of developmental activities carried out by MDB/MDA*	*Views of Meo respondents N=30*	*Views of non-Meo respondents N=30*
(i)	Activities related to Education	30	30
(ii)	Activities related to Agriculture	17	18
(iii)	Water supply	14	17
(iv)	Opening of I.T.Is	21	25
(v)	Residential housing colonies	9	14

The table 4.3.7.3 shows that all the 30 Meo respondents were of the opinion that MDA was organising some activities related to education in their region like opening of Mewat Model Schools, Construction of school buildings, coaching, computer training etc. 17 Meo respondents were aware of some activities related to Agriculture which were being organized by MDA. 14 respondents indicated that MDA had provided drinking water facility in their villages, 21 Meo respondents revealed that MDA had set up three I.T.Is in their region, 9 Meos were of the opinion that MDA had constructed housing colonies.

In case of non-Meos, all the 30 respondents were of the opinion that MDA was organising some activities related to education in their region like opening of Mewat Model Schools, construction and repair of school buildings, coaching classes, computer training, providing free text books to poor students, stipend to poor students etc. 18 non-Meo respondents were aware of some activities related to Agriculture, which were being organised by MDA, 17 respondents indicated that MDA had

provided drinking water facility in their villages, 25 respondents revealed that MDA had set up three ITIs in their region and 14 non-Meo respondents were also of the opinion that MDA had constructed housing colonies.

Item No. 5 - Do you consult a doctor during your illness?

It can be observed from table 4.3.7 that 93.33 per cent respondents belonging to Meo families have given their response in 'Yes' and 6.67 per cent in 'No' on item no. 5. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the Meo respondents were consulting the doctors during their illness.

All the respondents belonging to non-Meo families have given their response in 'Yes' on this item. It means that all of them were consulting doctors during their illness.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents on this item. They had similar views and were consulting doctors during their illness.

Item No.6 - Do you have some information about vaccination of children under immunization programme of health department?

It can be seen from table 4.3.7 that all the Meo and non-Meo respondents have responded in 'Yes' on item no. 6. It means that all of them were knowing about the vaccination of children under immunization programme of health department.

As it is evident that all the Meo and non-Meo respondents had given their response in 'Yes' on item no. 6 and therefore, these respondents were further asked about the vaccination of their children under immunization programme - 'Had they taken their children to health centre for their vaccination' ?

In response to this question, all the Meos and non-Meos responded in 'Yes' which means that all of them had got their children vaccinated under immunization programme of health department.

Thus it can be concluded that the Meo and non-Meo respondents did not differ on this item regarding vaccination of children.

Item No.7 - Do you prefer to elect the educated persons as Sarpanch and Panch of your village Panchayat ?

The table 4.3.7 reveals that 93.33 per cent respondents belonging to Meo families have given their response in 'Yes' and 6.67 per cent in 'No' on item no. 7. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that most of the Meo respondents preferred to elect the educated persons as Sarpanch and Panch of their village Panchayats.

In case of non-Meos, 93.33 per cent respondents have responded in 'Yes' and 6.67 per cent in 'No' on this item. The chi-square value is 20.83 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that most of the non-Meo respondents preferred to elect the educated persons as Sarpanch and Panch of their village Panchayats.

Thus it can be said Meo and non-Meo respondents had similar views on this item.

It becomes clear from the above interpretation that majority of Meo and non-Meo respondents were able to read newspapers. They were also is a position to explain their problems properly

in government offices. Majority of the Meos and all the non-Meos indicated that their region was backward as compared to other regions of Haryana. They considered illiteracy / lack of education, unemployment and lack of irrigation facilities as the reasons of this backwardness. All the Meo and non-Meo respondents were knowing about Mewat development board / agency (MDB/MDA) and its activities. Most of the Meos and all the non-Meos were consulting doctors during their illness and all of them had got their children vaccinated under immunization programme of health department. Most of the Meos and non-Meos indicated that they preferred to elect the educated persons as Sarpanch and Panch of their village Panchayats.

4.3.2 Comparison of Meos and non-Meos on the aspect of 'Economic Development'

In this part, analysis and interpretation of data regarding impact of education on Economic Development of Meos and non-Meos has been done for the purpose of their comparison in terms of Economic Development. The same is presented as under.

The responses given by the respondents belonging to Meo and non-Meo families on different items covered under the aspect of Economic development are given in table 4.3.8

In the light of table 4.3.8, item-wise analysis and interpretation of 'Economic Development' aspect is being presented as follows:

Item No.1 - Is any female member of your family engaged in any economic activity ?

It can be observed from table 4.3.8 that 53.33 per cent Meo respondents have given their response in 'Yes' and 46.67 per cent in 'No' on item no -1. The chi-square value is .03 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. Hence, it can be said that the Meo respondents

Table - 4.3.8

Views of Meos and Non - Meos on the aspect of 'Economic Development'

Item No	Description of Items	Meo Respondents N=30			Non - Meos respondents N=30		
		Yes	No	X^2	Yes	No	X^2
1.	Is any female member of your family engaged in any economic activity?	16 (53.33)	14 (46.67)	0.03	21 (70)	9 (30)	4.03
2.	Are you satisfied with your income/earnings, keeping in view the educational background of your family?	25 (83.33)	5 (16.67)	12.03	26 (86.67)	4 (13.33)	14.7
3.	Do you also get some income through your live stock?	21 (70)	9 (30)	4.03	23 (76.67)	7 (23.33)	7.5
4.	Is your income sufficient to meet your domestic needs/ expenditure?	24 (80)	6 (20)	9.63	25 (83.33)	5 (16.67)	12.03
5.	Are your saving some part of your income?	23 (76.67)	7 (23.33)	7.5	26 (86.67)	4 (13.33)	14.7
6.	Have you taken any loan from any agency?	12 (40)	18 (60)	0.83	16 (53.33)	14 (46.67)	.03
7.	Do you use tractor and other imple -ments in your agaricultural work?	21 (70)	9 (30)	4.03	27 (90)	3 (10)	17.63

8.	Do your have any information about the high yielding varieties of seeds for different crops?	24 (80)	6 (20)	9.63	26 (86.67)	4 (13.33)	14.7
9.	Do you use fertilizers in your fields for increasing agricultural production?	28 (93.33)	2 (6.67)	20.83	30 (100)	0 -	-
10.	Do you have the knowledge/ inoformation about the new scientific and improved methods of agrulculture?	23 (76.67)	7 (23.33)	7.5	24 (80)	6 (20)	9.63
11.	Do you spray insecticides and pesticides your crops?	21 (70)	9 (30)	4.03	24 (80)	6 (20)	9.63
12.	Have you ever taken the soil of your fields to the soil testing laboratory for its testing ?	7 (23.33)	23 (76.67)	7.5	11 (36.67)	19 (63.33)	1.63
13.	Do you consult the agriculture development officers as and when your face any problem regarding crops/agriculture?	23 (76.67)	7 (23.33)	7.5	25 (83.33)	5 (16.67)	12.03
14.	Do you have any idea of cooperative society and its functioninig?	25 (83.33)	5 (16.67)	12.03	26 (86.67)	4 (13.33)	14.7
15.	Are you a member of any cooperative society?	[illegible] (30)	21 (70)	4.03	18 (60)	12 (40)	.83

(Figures shown in parenthesis indicate percentages)

Note: Item no., 16 & 17 of 'Economic Development' aspect and responses of respondents on these item are not given in this table. Description of these items have been given in the item -wise analysis and interpretation of this table in the following pages.

were equally divided on this item. There were 16 Meo families (out of 30 families) whose female members were engaged in some economic activities.

In case of non-Meos, 70 per cent respondents have given their response in 'Yes' and 30 per cent in 'No on this item. The chi square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the non- Meos were of the opinion that the female members of their family were engaged in some economic activities. 21 non-Meo respondents had revealed that female members of their families were engaged in economic activities.

Thus it can be concluded that the Meo respondents were equally divided on this item whereas the non- Meos indicated that female members of their families were engaged in some economic activities.

Those Meo and non Meo respondents, who had given their response in 'Yes' on the above item (No.1) , were further asked about the type of economic activities their female members were engaged in. Their responses for the same are given in the following table 4.3.8.1

Table - 4.3.8.1

Participation of Meo and non-Meo women in different activities

No	*Types of economic activities women are engaged*	*No of Meo families N - 16*	*No of non-Meo families N 21*
(i)	Handicrafts	4	3
(ii)	Services in Private sector	8	10
(iii)	Government Service	4	8

The above table 4.3.8.1 reveals that there were 4 Meo families whose female members were engaged in handicrafts whereas there were 8 families whose female members were engaged in private sector jobs. Only 4 families were having then female members in government jobs.

In case of non-Meos, there were 3 families whose female members were engaged in handicraft activities whereas 10 families were having their female members in various types of jobs in private sector. There were 8 families whose female members were in government jobs.

Item No. 2 - Are you satisfied with your income earnings keeping in view the educational background of your family?

The table 4.3.8 clearly indicates that 83.33 per cent Meo respondents have given their response in 'Yes' and 16.67 per cent in 'No' on item no. 2. The chi-square value is 12.03 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that the Meo respondents were satisfied with their income, keeping in view the educational background of their family.

In case of non- Meos, 86.67 per cent respondents have given their response in 'Yes' and 13.33 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the non- Meo respondents were satisfied with their income/earnings keeping in view the educational background of their families.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non- Meo respondents

on this item. The respondents belonging to both Meo and non-Meo families were satisfied with their income keeping in view the educational background of their families.

Item No.3 - Do you also get some income through your live stock?

It can be seen from table 4.3.8 that 70 per cent Meo respondents have responded in 'Yes' and 30 per cent in 'No' on item no. 3. The chi-square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the Meo respondents were getting some part of their income through their live stock also.

76.67 per cent non- Meo respondents have given their opinion in 'Yes' and 23.33 per cent in 'No' on this item. The chi-square value is 7.5 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the non-Meos were getting some part of their income through their live-stock also.

Thus it can be interpreted to mean that no difference of opinion was found between the Meos and non-Meos with regard to their additional income through live stock. The respondents belonging to both Meo and non-Meo families were of the opinion that their families were getting some part of their income through their live-stock also.

Item No.4 - Is your income sufficient to meet your domestic needs / expenditure?

It can be observed from table 4.3.8 that 80 per cent Meo respondents have given their response in 'Yes' and 20 per cent in 'No' on item no. 4. The chi-square value is 9.63 which is found

to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that the majority of the Meos were of the opinion that their income was sufficient to meet their domestic needs.

In case of non-Meos, 83.33 per cent respondents have said' Yes' and 16.67 per cent said 'No' on this item. The chi-square value is 12.03 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that the majority of the non-Meos were also of the opinion that their income was sufficient to meet their domestic needs.

Thus it can be interpreted to mean that no difference of opinion was found in the responses of Meo and non-Meo respondents with regard to this item. They had similar views on this issue.

Item No.5 - Are you saving some part of your income?

The table 4.3.8 clearly reveals that 76.67 per cent Meo respondents have given their response in 'Yes' and 23.33 per cent in 'No' on item no. 5. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between' Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the Meo respondents were saving some part of their income. (23 Meo families were saving some part of their income out of 30 families).

86.67 per cent respondents belonging to non-Meo families have expressed their view in 'Yes' and 13.33 per cent in 'No'. The chi-square value is 14.7 which is found to be significant at .01 level. It implies that the difference between ' Yes' and 'No' responses is not due to chance and the number of 'Yes' responses

is significantly higher than 'No' responses. Therefore, it can be said that the majority of the non-Meos were saving some part of their income (26 non-Meo families were saving some part of their income out of 30 families).

Thus it can be interpreted to mean that no difference of opinion was found between Meos and non-Meos with regard to their savings from their income. They had similar views on this item and were saving some part of their income.

The respondents, who had given their response in 'Yes' on the above item, were further asked as to how they were saving:

Through schemes of -

(i) Banks (ii) Post office

(iii) Life Insurance (iv) Any other

The responses of those 23 Meo and 26 non-Meo respondents, who were saving some part of their income, are given in the following table 4.3.8.2

Table - 4.3.8.2

Means/Schemes of savings adopted by Meos and Non-Meos

No.	*Savings through*	*No of respondents belonging to Meo families N=23*	*No of respondents belonging to non-Meo families N=26*
(i)	Banks	14	19
(ii)	Post Office	15	17
(iii)	Life Insurance	9	11
(iv)	Any Other	4	3

The table 4.3.8.2 shows that amongst those 23 Meo respondents, who were saving some part of their income, 14 respondents were saving through Banks, 15 through post office, 9 through life insurance schemes and 4 through some other means.

In case of non-Meos, out of total 26 respondents, who were saving some part of their income, 19 were saving through deposits in Banks, 17 through deposits in Post office, 11 through various life insurance schemes and 3 through some other means.

Item No.6 - Have you taken any loan from any agency?

Table 4.3.8 clearly shows that 40 per cent Meo respondents have given their response in 'Yes' ans 60 per cent in 'No' on item no. 6. The chi-square value is .83 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance and the Meo respondents had no consensus on this issue.

In case of non-Meo 53.33 per cent respondents have given their response in 'Yes' and 46.67 per cent in 'No' on this item. The chi-square value is .03 which is not found to be significant at any of the acceptable levels. It implies that the difference between 'Yes' and 'No' responses is due to chance. In other words, it can be said that the non-Meo respondents had no consensus on this item.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents. The respondents belonging to~ both Meo and non-Meo families were equally divided on this item regarding taking loan from any agency.

Table 4.3.8 shows that 12 Meo and 16 non-Meo families had taken loan from one agency or the other.

The respondents, who had given their response in 'Yes' on item no. 6, were further asked about the (i) Name of the agency granted loan and the purpose of their taking loan, and (ii) Whether they were paying loan installments to the concerned agency in time. The responses of those respondents with regard to name of the agency granted loan and purpose of taking loan are being presented in table 4.3.8.3

Table 4.3.8.3

Agencies disbursing/granting loan to Meos and non-Meos

No.	*Name of agency granted / sanctioned loan*	*No of respondents belonging to Meo families (N=12)*	*No of respondents belonging to non-Meo families (N=16)*
(i)	Banks / cooperative societies	5	8
(ii)	Money - lenders	3	2
(iii)	Relatives and friends	6	9

The above table 4.3.8.3 shows that 5 Meo families had taken loan from Banks / Cooperative societies, 3 had taken from money lenders and 6 families had taken loan from their relatives and friends. Some of these families had taken loan from more than one agency.

In case of non-Meos, 8 families had taken loan from Banks / cooperative societies, 2 families had taken loan from money lenders and 9 non-Meo families had taken from their relatives and friends. Some of these families had taken loan from more than one agency.

The purpose of taking loan as indicated by the respondents belonging to Meo and non-Meo families is given in the following table 4.3.8.4

Table - 4.3.8.4

Purpose of taking loan indicated by Meos and non-Meos

No.	*Purpose of taking loan*	*No of Meo families N=12*	*No. of non-Meo families N=16*
(i)	For marriages of children	4	.
(ii)	For construction of houses	3	5
(iii)	For tube-wells	2	6
(iv)	For purchasing agricultural implements	5	8

The above table 4.3.8.4 clearly shows that amongst 12 Meo families, who had taken loan from various agencies, 4 families had taken loan for the marriages of children in the family, 3 had taken such loan for the purpose of construction of their houses, 2 had taken it for the purpose of installing tube-wells in their farms and 5 Meo families had taken it for the purpose of purchasing agricultural implements.

In case of non-Meos, out of total 16 families who had taken loan from various agencies, 5 families had taken loan for the construction of their houses, 6 had taken it for the purpose of installing tube-wells in their farms and 8 families had taken such loan for the purpose of purchasing agricultural implements.

It is clear from table 4.3.8 that 12 Meo and 16 non-Meo families had taken loan from various agencies. These respondents, whose families had taken loan, were further asked {whether they were paying loan installments to the concerned agency in time'?

The responses of those respondents (whose families had taken loan) with regard to their timely payment of loan instalment are being presented in the following table 4.3.8.5

Table - 4.3.8.5

Views of Meos and non-Meos regarding payment of loan installments

No.	*Description of item*	*No. of Meo families N= 12*		*No. of non-Meo families N=16*	
		Yes	*No*	*Yes*	*No*
(i)	Do you pay your installments of loan in time?	12	—	16	—

The table 4.3.8.5 reveals that all the Meo and non-Meo families were paying their loan installments in time.

Item No.7 - Do you use tractor and other implements in your agricultural work?

The table 4.3.8 clearly shows that 70 per cent respondents belonging to Meo families have given their response in 'Yes' and 30 per cent in 'No' on item no. 7. The chi-square value is 4.03 which is found to be significant at .05 level. It implies that the difference between 'Yes' and. 'No' responses is not due to chance. The number of ' Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that majority of the Meo families were making use of tractor and other implements in their agricultural work.

In case of respondents belonging to non-Meo families, 90 per cent have responded in 'Yes' and 10 per cent in 'No' on this item. The chi-square value is 17.63 which is found to be significant at .01 level. This means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that most of the non-Meo respondents were making use of tractor and other implements in their agricultural work.

Thus it can be interpreted to mean that no difference was found in the opinion of Meo and non-Meo families with regard to use of tractor and other implements in their agricultural work. They had similar views on this item.

The table 4.3.8 shows that 21 Meo families and 27 non-Meo families were making use of tractor and other implements in their agricultural work. Those respondents, who had given their responses in 'Yes' on item no. 7, were further asked about the extent of increase in their agricultural production due to use of tractors and other agricultural implements.

The responses of those respondents with regard to increase in their agricultural production through the use of tractors and other agricultural implements are being presented in the following table 4.3.8.6

Table - 4.3.8.6

Views of Meos and non-Meos regarding the extent of increase in agricultural production due to the use of tractor and other agricultural implements

No	*Extent of increase in agricultural production due to use of tractors and other agricultural implements*	*No of respondents belonging to Meo families N=21*	*No of respondents belonging to Non-Meo families N=27*
(i)	To some extent	4	3
(ii)	To a great extent	17	24

The above table 4.3.8.6 reveals that 4 respondents belonging to Meo families were of the opinion that their agricultural production had increased only to some extent whereas 17 Meo respondents were of the opinion that their agricultural production had increased to a great extent after the use of tractor and other implements in their agricultural work.

In case of non-Meo respondents, 3 were of the opinion that their agricultural production had increased only to some extent whereas 24 respondents were of the opinion that their farm production had increased to a great extent after the use of tractors and other implements.

Therefore, it can be said that most of the Meo and non-Meo respondents, who were making use of tractor and other implements, were of the opinion that their agricultural production had increased to a great extent after the use of tractor and other implements in their agricultural work.

Thus it can be concluded that there was no difference of opinion between Meo and non-Meo families with regard to increase in production due to use of tractors and other agricultural implements.

Item No.8 - Do you have any information about the high yielding varieties of seeds for different crops?

Table 4.3.8 clearly shows that 80 per cent Meo respondents have expressed their opinion in 'Yes' and 20 per cent in 'No' on item no. 8. The chi-square value is 9.63 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'no' responses. Hence, it can be said that majority of the Meo respondents were knowing about high yielding varieties of seeds for different crops.

In case of non-Meos, 86.67 per cent respondents have given their response in 'Yes' and 13.33 per cent in 'No' on this item. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Therefore, it can be said that the non-Meo respondents were knowing about the high yielding varieties of seeds for different crops.

Thus it can be concluded that both the Meo and non-Meo respondents had the information / knowledge about the high yielding varieties of seeds.

The table 4.3.8 shows that 24 Meo respondents and 26 non-Meo respondents had the information of high yielding varieties of seeds. These respondents were further asked: 'whether they have used high yielding varieties of seeds in their farms?'

The responses of those respondents with regard to use of high yielding varieties of seeds in their farms are being presented in the following table 4.3.8.7

Table - 4.3.8.7

Views of Meos and non-Meos regarding the use of high yielding varieties of seeds

No.	*Description of question*	*No of respondents belonging to Meo Families N=24*		*No. of respondents belonging to non-Meo Families N=26*	
		Yes	*No*	*Yes*	*No*
(i)	Have you used high yielding varieties of seeds in your farms ?	18	6	19	7

The above table 4.3.8.7 reveals that amongst total 24 respondents belonging to Meo families, 18 had used these high yielding variety seeds in their farms and 6 respondents had not used these seeds in their farms.

In case of non-Meos, out of total 26 respondents, 19 had used such improved quality of seeds in their farms whereas 7 respondents had not used these seeds in their agricultural farms.

Item No.9 - Do you use fertilizers in your fields for increasing agricultural production?

The table 4.3.8 indicates that 93.33 per cent Meo respondents have given their response in 'Yes' and 6.67 per cent in 'No' on item no. 9. The chi-square value is 20.83 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that the Meo respondents had used fertilizers in their fields for increasing agricultural production.

All the non- Meo respondents have responded in 'Yes' on this item. It means that all of them had used fertilizers in their fields for increasing their agricultural production.

Thus it can be concluded that the Meo and non-Meo respondents had similar views on this item. Most of the Meos and all the non-Meos had used fertilizers in their fields for increasing their agricultural production.

Item No. 10 - Do you have the knowledge / information about the new scientific and improved methods of agriculture?

It can be observed from table 4.3.8 that 76.67 per cent respondents belonging to Meo families have responded in 'Yes' and 23.33 per cent in 'No' on item no. 10. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the Meos were of the view that they had the knowledge/information about the new scientific and improved methods of agriculture.

In case of non-Meos, 80 per cent respondents have said 'Yes' and 20 percent 'No' on this item. The chi-square value is 9.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. It implies that the non-Meo respondents were of the view that they had the knowledge /information about the new scientific and improved methods of agriculture.

Thus it can be concluded that both the Meo and non-Meo respondents had the similar view on this item and had the knowledge/ information about new scientific and improved methods of agriculture.

Item no .11- Do you spray insecticides and pesticides in your crops?

Table 4.3.8 clearly reveals that 70 per cent Meo respondents have given their response in 'Yes' and 30 per cent in 'No' on item no 11. The chi-square value is 4.03 which is found to be

significant at .05 level. It implies that the difference / between 'Yes' and 'No'responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that majority of the Meo respondents were spraying insecticides and pesticides in their crops.

In case of non-Meos, 80 per cent respondents have given their response in 'Yes' and 20 per cent in 'No' on this item. The chi-square value is 9.63 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the non-Meo respondents were spraying insecticides and pesticides in their crops.

Thus it can be concluded that no difference of opinion was found between Meo and non-Meo respondents. They had similar views on this item and were spraying pesticides and insecticides in their crops.

Item No. 12 - Have you ever taken the soil of your fields to the soil testing laboratory for its testing?

It is clear from table 4.3.8 that 23.33 per cent Meo respondents have responded in 'Yes' and 76.67 per cent in 'No' on item no. 12. The chi-square value is 7.5 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. In other words, it can be said that Meo respondents had not taken the soil of their fields to the soil testing laboratory for its testing.

In case of non-Meos, 36.67 per cent respondents have given their opinion in 'Yes' and 63.33 per cent in 'No' on this item. The chi-square value is 1.63 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance. The non-Meo respondents were equally divided on this item.

Thus it can be interpreted to mean that the majority of the Meo respondents had not taken the soil of their fields to the soil testing laboratory for its testing whereas the non-Meo respondents were equally divided on this issue.

Item No. 13 - Do you consult the agriculture development officers as and when you face any problem regarding crops / agriculture?

The table 4.3.8 shows that 76.67 per cent Meo respondents have said 'Yes' and 23.33 per cent said 'No' on this item. The chi-square value is 7.5 which is found to be significant at .01 level. It implies that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that majority of the Meos were consulting the agriculture development officers as and when they were having some problem regarding their crops/ agriculture.

In case of non-Meos, 83.33 per cent respondents have given their response in 'Yes' and 16.67 per cent in 'No' on this item. The chi-square value is 12.03 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance and the number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the non-Meo respondents were consulting agriculture development officers whenever they had some problems regarding crops/ agriculture.

Therefore, it can be interpreted to mean that no difference was found in the opinion of Meos and non-Meos on this item. They had similar views on this issue and were consulting agriculture development officers whenever they had some problem regarding their crops/agriculture.

Item No. 14 - Do you have any idea of cooperative society and its functioning?

Table 4.3.8 clearly shows that 83.33 per cent Meo respondents have responded in 'Yes' and 16.67 per cent in 'No' on item no. 14. The chi-square value is 12.03 which is found to be significant at .01 level. This implies that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. Hence, it can be said that majority of the Meos were aware of co-operative society and its functioning.

In case of non-Meos, 86.67 per cent respondents have given their response in 'Yes' and 13.33 per cent in 'No'. The chi-square value is 14.7 which is found to be significant at .01 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'Yes' responses is significantly higher than 'No' responses. In other words, it can be said that majority of the non-Meos had an idea and knowledge of co-operative society and its functioning.

Thus it can be interpreted to mean that no difference of opinion was found between the Meo and non-Meo respondents on this item regarding knowledge of co -operative societies. They had similar views on this issue.

Item No. 15 - Are you a member of any cooperative society ?

It can be observed from table 4.3.8 that 30 per cent Meo respondents had given their response in 'Yes' and 70 per cent in 'No' on item no. 15. The chi-square value is 4.03 which is found to be significant at .05 level. It means that the difference between 'Yes' and 'No' responses is not due to chance. The number of 'No' responses is significantly higher than 'Yes' responses. Therefore, it can be said that majority of the Meo respondents were not members of cooperative society.

In case of non-Meos, 60 per cent respondents have given their response in 'Yes' and 40 per cent in 'No' on this item. The chi-square value is .83 which is not found to be significant at any of the acceptable levels. It means that the difference between 'Yes' and 'No' responses is due to chance and the non-Meo respondents were equally divided on this issue.

Thus it can be interpreted to mean that majority of the Meos were not the members of cooperative societies whereas non-Meos were equally divided on this item.

Item No. 16 - *What is your main source of income* ?

The main source of income as stated by the respondents belonging to Meo and non-Meo families are being presented in the following table 4.3.8.8

Table - 4.3.8.8

Source of income of Meos and non-Meos

No.	*Main source of income*	*No of respondents belonging to Meo families N=30*	*No of respondents belonging to non-Meo families N= 30*
(i)	Agriculture	8 (26.67)	7 (23.33)
(ii)	Government/Private	10 (33.33)	15 (50)
(iii)	Business/Legal profession	12 (40)	8 (26.67)

(Figures shown in parenthesis indicate percentages)

The above table 4.3.8.8 reveals that in case of 26.67 per cent Meo families, the main source of income was 'Agriculture', in case of 33.33 per cent families, it was 'Government Private Jobs' and 40 per cent families had 'Business'/legal "Profession as their main source of income.

In case of non-Meos, the main source of income of 23.33 per cent families was 'Agriculture', 50 per cent had 'Government

/ Private Jobs', and 26.67 per cent had 'Business/legal profession' as their main source of income.

The above interpretation reveals that in case of Meos, Business/legal profession (of 40 per cent) and Government/Private Jobs (of 33.33 per cent) were the main sources of income whereas in case of non-Meos, Government /Private. Jobs (of 50 per cent) was the main source of income.

Item No. 17 - What is the monthly income of your family?

The responses of the respondents belonging to both Meo and non-Meo families on item no. 17 are being presented in the following table 4.3.8.9

Table - 4.3.8.9

Monthly income of Meos and non-Meos

No.	*Monthly income in Rs.*	*No of Meo families N=30*	*No of non-Meo families N=30*
(i)	Above 1500 but below 2000	2 (6.67)	-
(ii)	Above 2000 but below 2500	12 (40)	12 (40)
(iii)	Above 2500	16 (53.33)	18 (60)

(Figures shown in parenthesis indicate)

The above table 4.3.8.9 reveals that 6.67 per cent Meo families had an income above Rs. 1500 but below 2000 Rs. whereas 40 per cent had an income above Rs. 2000 but below 2500 Rs., 53.33 per cent Meo families had their income above 2500 Rs.

In case of non-Meos, 40 per cent families had the monthly income of above Rs.2000 but below 2500Rs. whereas 60 per cent families had an income above 2500 Rs.

The interpretation reveals that almost all the Meo and non-Meo families had an income of 2000 Rs or above.

The above interpretation clearly shows that on the item, - 'Is any female member of your family engaged in any economic activity?', the Meo respondents were equally divided whereas in majority of non-Meo families, female members were engaged in economic activities. Both the Meos and non-Meos were satisfied with their income/earnings keeping in view the educational background of their families and they were also getting some part of their income through live stock. Majority of the Meo and non-Meo respondents were of the opinion that their income was sufficient to meet their domestic needs. They were also saving some part of their income. On the item - 'Have you taken any loan from any agency? both the Meos and non-Meos were divided and had no consensus among them. Both the Meo and non-Meo families were using tractor and other implements in their agricultural work and were of the opinion that their agricultural production had increased to a great extent due to the use of tractor and other agricultural implements in their agricultural work. Majority of the Meos and non-Meos were knowing about the high yielding varieties of seeds for different crops and they had used these high yielding varieties seeds in their farms. Most of the Meos and all the non-Meos were using fertilizers in their fields for increasing their agricultural production. Majority of the Meos and non-Meos had the knowledge /information about the new scientific and improved methods of agriculture. Majority of the respondents belonging to Meo and non-Meo families were spraying insecticides and pesticides on their crops. Majority of the Meo respondents had not taken the soil of their fields to the soil testing laboratories for its testing whereas the non-Meos had no consensus among them on this issue. Majority of the Meo and non-Meo respondents were consulting agriculture development officers as and when they faced any problem regarding their crops/agriculture. Majority of the Meos and non-Meos had the idea or knowledge of cooperative society and its functioning. Majority of the Meos were not the members of cooperative society whereas the non-Meos were equally divided

on this issue. The main source, of income of majority of the Meos was Business (of 40 per cent) and Government and private Jobs (of 33.33 per cent) whereas in case of non Meos, Government / Private Jobs(of 50 per cent) was the main source of income. Almost all the Meo and non-Meo families had an income of 2000 Rs. or above.

Chapter - 5

CONCLUSIONS

Conclusions

The present study highlights the need for a development oriented rural education and awareness programme. It is one of the surest means to enhance development responsiveness in rural areas (of Mewat region of Haryana). The foundations for a frame work of favourable attitudes towards rural problems, development needs and efforts should be laid in the minds of people of this region including youth and children. Alongwith it development oriented awareness programmes inlcuding functional literacy/adult education/non-formal education programmes highlighting the need for participation of rural folk in developmental tasks and the need for utilization of development opportunities by them, that are intended for illiterate or party literate adult should be organized.

Intensive efforts for education, both of the formal and non formal type, need to made and the existing educational programmes/provisions demand a fresh look and re orientation from the point of view of development needs of people of Mewat region of Haryana.

In the present chapter, the conclusions, drawn on the basis of analysis and interpretation of data, have been given regarding impact of education.

For the sake of convenience and clarity, the conclusions of the study have been presented under three sections Section-I deals with the conclusions based on the Family Background of Meos, Section-II covers conclusions regarding Impact of Education on Social and Economic Development of Meos of Mewat region in Haryana. In this section, firstly, the conclusions regarding Impact of Education on Social Development of Meos have been presented and thereafter the conclusions regarding the Impact of Education on Economic Development of Meos have been given. Under Section-III, conclusions based on the comparison of Meos and non-Meos on different aspects of Social and Economic Development have been provided.

Section - I

Conclusions based on family background of Meos

1. There were 66 per cent joint and 34 per cent nuclear families of Meos. The study revealed that majority of the Meos were living in joint families.

2. 9.33 per cent Meo families had the family size ranging from 1 to 4 members whereas in case of 29 per cent the family size ranged from 5 to 8 members. 35.67 per cent Meo families had the family size ranging from 9 to 12 members and 26 per cent families had 13 members or above. The study revealed that about 62 per cent Meo families had more than 8 members.

3. In case of 24 per cent Meo families, number of dependents ranged from 1 to 3 whereas 42.7 per cent Meo families had 4 to 6 dependents. In case of 19 per cent Meo families, the number of dependents ranged from 7 to 9 members and in 14.3 per cent Meo families, the number of dependents was 10 or above. The study revealed that 33 per cent Meo families had 7 or more members as dependents.

4. 13.33 per cent Meo families had 1 to 2 children of school-going age, 26.33 per cent families had 3 to 4 children of school-going age, 37.34 per cent families had 5 to 6 children of school-going age and in case of 23 per cent Meo families, the number of children of school - going age was 7 or more than 7 children. It was revealed from the study that in case of 60 per cent Meo families, the number of children of school -going age was 5 or above.

5. The study revealed that 27.33 per cent Meo families were sending all of their children to schools, 37.33 per cent families were sending their fifty per cent children to schools. Not even a single child was attending school from 35.34 per cent families.

6. 20.67 per cent Meo families had monthly income upto 1000 Rs. whereas 31.33 per cent families had monthly income above 1000 but below 1500 Rs. 22.66 per cent Meo families were in the monthly income range above 1500 but below 2000 Rs. and 13.67 per cent families had an income range above 2000 but below 2500 Rs. Only 11.67 per cent Meo families had their monthly income above 2500 Rs. The study revealed that majority of the Meo families (75 per cent) had their monthly income below 2000 Rs.

7. 47.67 per cent Meo families were engaged in agriculture, 22.67 per cent families were involved in labour activities, 16 per cent had its member(s) in government/private jobs, 10.66 per cent were in business/legal profession and 3 per

cent had live stock as their occupation. The study revealed that majority of the Meo families (70 per cent) were engaged in agriculture and labour activities. Only 16 per cent families had their family member(s) in government/private jobs.

8. 68 per cent Meo families had not taken any loan whereas 6.67 per cent families had taken loan upto 5000 Rs. 15.67 per cent Meo families had taken the loan of Rs. 5000 to 10,000 whereas only 9.66 per cent had taken loan above 10,000 Rs.

Section - II

Conclusions regarding impact of education on social and economic development of Meos of Mewat region in Haryana

Part - I

Conclusions regarding Impact of Education on Social Development of Meos

Conclusions regarding impact of education on social development of Meos have been presented under different aspects of social development. The same are as follows:

(a) Views of Meos on 'Family' aspect

(i) Impact of education on Meos was revealed by the study in case of the following issues/items of 'Family' aspect.

1. The respondents belonging to families of high educational category considered family planning essential. In their opinion it was essential for proper rearing and education of children and for leading a happy family life. The respondents belonging to low educational category did not consider family planning essential because they viewed it against the law of nature, against religion and as an immoral act.

2. The respondents of high educational category were not in favour of having more than two children whereas the respondents belonging to families of low educational category were in that favour.

3. The respondents belonging to families of high educational category were of the view that husband should consult his wife for taking decisions on different family issues whereas the low educational category respondents were divided on this issue.

(ii) No impact of education on Meos was found in case of the following issues/items of 'Family' aspect.

1. The respondents belonging to families of both low and high educational categories were in favour of living in joint families instead of nuclear families.

2. The respondents of both high and low educational categories were of the opinion that their views were given due importance in their families.

3. The respondents belonging to families of both high and low educational categories indicated that there was cooperation amongst all the members of their families.

4. The respondents of both low and high educational categories indicated that their families had good relations with their neighbours.

5. The respondents of both the categories showed their desire for a male child as the first baby in their family.

6. The respondents of low educational category were in favour of only male members' ultimate say in family affairs whereas the high educational category respondents were equally divided on this issue.

7. The respondents belonging to families of low educational category were not in favour of going for tubectomy/ vasectomy (family planning) after the birth of second child whereas the high educational category respondents had no consensus amongst them on this Issue.

(b) Views of Meos on 'Marriage' aspect

(i) Impact of education on Meos was revealed by the study in case of the following issue / item of 'Marriage' aspect.

1. The respondents belonging to families of high educational category were of the opinion that marriage should be arranged with the consent of boy and girl whereas the respondents of low educational category were not in favour of their consent.

(ii) No impact of education on Meos was found in case of the following issues/ items of 'Marriage' aspect.

1. The respondents of both low and high educational categories were not in favour of matching of horoscopes at the time of marriage.

2. The respondents belonging to families of low educational category opined that marriage should be arranged with the consent of parents whereas the respondents of high educational category had no consensus amongst them on this issue.

3. More than fifty per cent of the respondents of both low and high educational categories were of the opinion that the age at marriage in case of a boy should be 17 to 20 years.

4. 45.34 per cent respondents belonging to families of low educational category were of the opinion that a girl should be married in the age range of 12 - 14 years whereas 43.33 per cent respondents considered age range of 15 - 17 years

as appropriate age for their marriage. Only 11.33 per cent respondents of this category were of the view that a girl should be married at the age of 18 years or above. In case of high educational category, 21.33 per cent respondents indicated the age range of 12-14 years whereas 52 per cent suggested age range of 15-17 years as appropriate time for the marriage of girls. 26.67 per cent respondents of this category were of the view that a girl should be married at the age of 18 years or above.

5. The respondents belonging to families of both low and high educational categories were of the view that an educated boy should be married to a less educated girl

6. Both the low and high educational category respondents were of the view that an educated girl should be married either to a boy with higher qualification /education than her or an equally educated boy.

(c) Views of Meos on 'Status of Women'

(i) Impact of education on Meos was revealed by the study in case of the following issues / items of 'Status of Women'.

1. The respondents belonging to families of high educational category did not consider women inferior to men whereas the low educational category respondents considered women inferior to men.

2. The respondents of high educational category did not consider the girl child as 'Paraya Dhan' whereas respondents belonging to low educational category considered the girl child as 'Paraya Dhan'.

3. The respondents belonging to families of high educational category were of the opinion that educated women were given more respect as compared to illiterate women whereas respondents of low educational category had no consensus amongst them on this issue.

4. The respondents of high educational category were of the opinion that women should cast their votes independently not at the will of their husbands whereas the low educational category respondents opined that women should cast their votes at the will of their husbands.

5. The respondents belonging to families of high educational category considered the status of women equal to men whereas the low educational category respondents considered the status of women lower than men.

6. In the view of respondents of high educational category, the responsibility of rearing of children was of both men and women whereas the respondents of low educational category were of the opinion that it was the responsibility of women only.

(ii) No impact of education on Meos was found in case of the following issues/items of 'Status of Women'.

1. The respondents belonging to families of both low and high educational categories were of the opinion that women of respectable families should not be in government jobs.

2. Respondents of both low and high educational categories were of the opinion that participation of women in elections and politics was adversely affecting their image.

3. The low educational category respondents were of the opinion that the main concern of the women was confined to household chores only whereas the respondents of high educational category were divided on this issue.

(d) Views of Meos on 'Caste and Religion'

(i) Impact of education on Meos was revealed by the study in case of the following issue / item of 'Caste and Religion'.

1. The respondents of high educational category were of the view that caste system should be abolished to bring equality in the society whereas the low educational category respondents were divided on this issue.

(ii) No impact of education on Meos was found in case of the following issues, items of 'Caste and Religion'.

1. The respondents belonging to families of both low and high educational categories did not believe in caste system.

2. The respondents of both low and high educational categories were of the opinion that one should mix up with other without considering caste factor.

3. Both the low and high educational category respondents indicated that a person should not be considered superior or inferior on the basis of caste.

4. The respondents of both low and high educational categories were of the opinion that occupation of a person should not be decided on the basis of the caste.

5. It was indicated by the respondents of both low and high educational categories that they were paying due respect to other religions also.

6. The respondents belonging to families of both low and high educational categories considered all religions as equal.

7. Respondents of both low and high educational categories were of the opinion that the people of different religions should mix up with each other.

8. The respondents of both the categories did not consider the proper to fight in the name of religion.

(e) Views of Meos on 'Beliefs and Superstitions'

(i) Impact of education on Meos was revealed by the study in case of the following issues / items of 'Beliefs and Superstitions'

1. The high educational category respondents\ showed that they did not believe in ghosts whereas the respondents belonging to families of low educational category believed in ghosts and were of the opinion that they could do harm to anybody.

2. The respondents belonging to families of high educational category indicated that they were not going to 'Jhad phunk walas' in case of their illness and they also had no faith in 'jhad phunk walas' ability to cure the diseases whereas the respondents belonging to families of low educational category were divided on the issue of their faith in 'jhad phunk walas, ' in case of their illness. There was no consensus amongst them with regard to the ability of 'jhad phunk walas' to cure the disease.

(ii) No. impact of education on Meos was found in case of following issues / items of 'Beliefs and Superstitions'

1. Respondents of both low and high educational categories indicated that all the women of Meo families were observing 'Pardah'.

2. The respondents belonging to families of both low and high educational categories did not believe in 'black magic'.

3. The respondents belonging to both low and high educational categories believed in fate.

(f) Views of Meos on 'Social evils and anti - Social activities'

(i) Impact of education on Meos was revealed by the study in case of the following issues / items of 'Social evils and anti - Social activities'

1. The respondents belonging to families of high educational category were not in favour of prevalent practice of child marriage whereas the low educational category respondents were in favour of child marriage.

2. The respondents of high educational category had no enmity with other families whereas the low educational category respondents had enmity with other families.

3. The respondents belonging to families of high educational category were not in favour of the continuation of past enmity whereas the low educational category respondents were in favour of its continuation.

4. The high educational category respondents revealed that they did not consider giving or demanding of dowry as a good practice whereas the respondents of low educational category had no consensus amongst them on this issue.

5. The respondents belonging to families of high educational category indicated that they had not accepted or given dowry in the marriage(s) whereas the respondents belonging to families of low educational category were dividend on this issue.

6. The respondents of high educational category did not believe in untouchability whereas the low educational category respondents had no consensus amongst them on this issue.

(ii) No impact of education on Meos was found in case of following issues / items of 'Social evils and anti-Social activities'

1. The respondents belonging to families of both low and high educational categories did not believe in the dowry system prevalent in their society.

2. The respondents of both low and high educational categories were of the opinion that they would not demand dowry in the marriage of their son(s)

3. The respondents of both the categories were in favour of widow marriage.

4. The respondents, belonging to families of both these categories, indicated that no member of their family was involved in committing crimes.

5. The respondents of both the categories were of the opinion that their families had no relations with such persons who were involved in crimes.

6. The respondents belonging to families of bot low and high educational categories were of the opinion that no trial in court was going on against them or any member of their family.

(g) 'General Awareness' among Meos

(i) Impact of education on Meos was revealed by the study in case of the following issues / items of 'General Awareness'

1. The respondents of high educational category indicated that they could explain their problems properly in different government offices whereas the low educational category respondents were of the opinion that they could not explain their problems properly.

2. The respondents belonging to families of high educational category knew about Mewat Development Board /Agency. They were also aware of the development activities such as activities related to Education, Agriculture, Water supply and opening of I.T.I.'s carried out by MDB/MDA. The respondents of low educational category were divided on this issue.

1. The respondents belonging to families of high educational category were not in favour of prevalent practice of child marriage whereas the low educational category respondents were in favour of child marriage.

2. The respondents of high educational category had no enmity with other families whereas the low educational category respondents had enmity with other families.

3. The respondents belonging to families of high educational category were not in favour of the continuation of past enmity whereas the low educational category respondents were in favour of its continuation.

4. The high educational category respondents revealed that they did not consider giving or demanding of dowry as a good practice whereas the respondents of low educational category had no consensus amongst them on this issue.

5. The respondents belonging to families of high educational category indicated that they had not accepted or given dowry in the marriage(s) whereas the respondents belonging to families of low educational category were dividend on this issue.

6. The respondents of high educational category did not believe in untouchability whereas the low educational category respondents had no consensus amongst them on this issue.

(ii) No impact of education on Meos was found in case of following issues / items of 'Social evils and anti-Social activities'

1. The respondents belonging to families of both low and high educational categories did not believe in the dowry system prevalent in their society.

2. The respondents of both low and high educational categories were of the opinion that they would not demand dowry in the marriage of their son(s)

3. The respondents of both the categories were in favour of widow marriage.

4. The respondents, belonging to families of both these categories, indicated that no member of their family was involved in committing crimes.

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(g) 'General Awareness' among Meos

(i) Impact of education on Meos was revealed by the study in case of the following issues / items of 'General Awareness'

1. The respondents of high educational category indicated that they could explain their problems properly in different government offices whereas the low educational category respondents were of the opinion that they could not explain their problems properly.

2. The respondents belonging to families of high educational category knew about Mewat Development Board /Agency. They were also aware of the development activities such as activities related to Education, Agriculture, Water supply and opening of I.T.I.'s carried out by MDB/MDA. The respondents of low educational category were divided on this issue.

3. The high educational category respondents preferred to elect the educated persons as Sarpanch and Panch of their village panchayats whereas the respondents of low educational category had no consensus amongst them on this issue.

(ii) No impact of education on Meos was found in case of the following issues /items of 'General Awareness'

1. The respondents belonging to families of both low and high educational categories were of the opinion that their region was backward as compared to other parts of Haryana and considered high rate of illiteracy, lack of education, unemployment and lack of irrigation facilities as the main reasons of this backwardness.

2. The respondents of both low and high educational categories were consulting doctors in case of their illness.

3. The respondents of both these categories knew about the immunization programme of health department and had got their children vaccinated under this programme.

4. The respondents belonging to families of low education category were not able to read newspaper whereas the respondents belonging to high education category were able to read newspaper.

Part -II

Conclusions regarding Impact of Education on Economic Development of Meos

(i) Impact of education on Meos was reveled by the study in case of the following issues / items of 'Economic Development'

1. The respondents belonging to families of high educational category indicated that their income was sufficient to meet

their domestic needs expenditure whereas the low educational category respondents were of the opinion that their income was not sufficient to meet their domestic needs/ expenditure.

2. The high educational category respondents were making use of tractor and other implements in their agriculture work whereas the respondents of low educational category were not making use of tractor and other implements. The respondents of both these categories, who were making use of tractor and other implements, were of the opinion that their agriculture production had increased to a great extent.

3. The respondents belonging to families of high educational category were consulting the agriculture development officers and when they face any problem regarding crops/ agriculture whereas the low educational category respondents were not consulting them.

4. The high educational respondents were saving some part of their income through Banks, Post offices and Life insurance schemes whereas the respondents belonging to families of low educational category were divided on this issue.

5. The respondents of high educational category knew about the high yielding varieties of seeds for different crops whereas the low educational category respondents had no consensus amongst them on this issue.

6. The high educational category respondents had the knowledge about the new scientific and improved methods of agriculture whereas the respondents of low educational category were divided on this issue.

7. The main source of income of the most of the respondents belonging to families of high educational category was

Agriculture and Government/Private jobs whereas in case of the respondents of low educational category it was Agriculture and labour.

8. The monthly income of families of high educational category was higher than families of low educational category. The families of high educational category had different ranges of monthly income whereas the monthly income of the families of low educational category was below rupees 1500.

(ii) No impact of education on Meos was found in case of the following issues /items of Economic Development.

1. The respondents belonging to families of both low and high educational categories were of the opinion that female members of their families were not engaged in economic activities.

2. The respondents of both low and high educational categories were satisfied with their income keeping in view the educational background of their families.

3. The respondents of both the categories were getting some part of their income through live stock.

4. The respondents belonging to families of both low and high educational categories were using fertilizers in their fields for increasing their agricultural production.

5. The respondents of both low and high educational categories were spraying insecticides and pesticides in their crops.

6. The respondents belonging to families of both low and high educational categories had taken the soil of their fields to soil testing laboratory for its testing.

7. The respondents belonging to families of both low and high educational categories had the idea of cooperative society and its functioning.

8. The respondents belonging to families of low educational category were not members of cooperative society whereas the high educational category respondents were divided on this issue.

9. The respondents of low educational category had not taken loan form any agency whereas the respondents of high educational category were divided on the issue of taking loan. Majority of those low educational category respondents, who had taken loan, had taken it from relatives and friends and money lenders for the purpose of marriage of children and construction of houses. Majority of high educational category respondents, who had taken loan, had taken it from their relatives and friends, Money lenders and Banks/cooperative societies for the purpose of construction of houses and purchasing agricultural implements.

Section - III

Conclusions Based on Comparison of Meos and Non-Meos on different aspects of their Social and Economic development.

Part - I -

Conclusions based on comparison of Meos and non -Meos on different aspects of their Social Development

Conclusions regarding impact of education on social development of Meos have been presented under different aspects of social development. The same as follows:

(a) Views of Meos and non-Meos on 'Family' aspect

1. The respondents belonging to Meo families were in favour of living in joint families instead of nuclear families whereas the respondents belonging to non-Meo families had no consensus among them on this issue.

2. The Meos and non-Meo respondents were of the same opinion that their views were given due importance in their families.

3. Both Meos and non-Meos had the same view regarding cooperation amongst all the members of their families.

4. The respondents of both Meo and non-Meo communities indicated that husband should consult his wife while taking decision of different family issues.

5. Both the Meo and non-Meo respondents were divided on the issue regarding the ultimate say to only male members in family affairs.

6. The respondents belonging to families of both the communities revealed that their families had good relations with their neighbours.

7. Both the Meo and non-Meo respondents were of the view that family planning was essential. In their opinion it was essential for proper rearing and education of their children and also for leading a happy family life.

8. The non-Meo respondents were of the view that one should go for tubectomy/vasectomy (family planning) after the birth of second child whereas the Meos had no consensus amongst them on this issue.

9. The respondents belonging to Meo and non-Meo families were not in favour of having more than two children.

10. The Meo respondents had a desire for a male and female child instead of female child as the first baby in their family whereas the non-Meo were divided on this issue.

(b) Views of Meos and non-Meos on 'Marriage' aspect

1. Both the Meo and non-Meo respondents had no consensus on the issue regarding the consent of parents for marriage of their wards.

2. Both the Meos and non-Meos were of the view that marriage should be arranged with the consent of boy and girl.

3. Both the Meo and non-Meo respondents disfavoured matching of horoscopes of the time of marriage.

4. The non-Meo respondents considered 21 years or above as the appropriate age of marriage for boys and 18 years or above for girls whereas the Meos considered 17-20 years as the appropriate age -range for the marriage of boys and 15-17 years age -range for the marriage of girls.

5. The Meo respondents were of the view that an educated boy should be married to a less educated girl whereas the non-Meos were of the opinion that an educated boy should be married to an equally educated girl.

6. Both the Meos and non-Meos were of the view that an educated girl should be married to a boy with higher qualification / education than her.

(c) Views of Meos and non-Meos on 'Status of Women'

1. The respondents belonging to both Meo and non-Meo families opined that women were in no way inferior to men.

2. Both the Meos and non-Meos did not consider the girl as 'Paraya Dhan'.

3. The non-Meo respondents were of the view that the main concern of women was not confined to household chores only whereas the Meos had no consensus amongst them on this issue.

4. Both the Meos and non-Meos revealed that educated women were given more respect as compared to illiterate women in society.

5. The non-Meos were in favour of women employment in government jobs whereas the Meos were not in that favour.

6. Both the Meos and non-Meos were of the opinion that women should cast their votes independently not at the will of their husbands.

7. The non-Meos were of the opinion that participation of women in elections and politics was not going to have adverse effect on their image whereas the Meo respondents were of the view that it was adversely affecting the image of women.

8. Both, the Meos and non-Meos considered the status of women as equal to men .

9. The non-Meos were of the opinion that the responsibility of upbringing /rearing of children was of both men and women whereas the Meos were divided on this issue.

(d) Views of Meos and non-Meos on 'Caste and Religion'

1. The respondents belonging to both Meo and non-Meo families did not believe in caste system.

2. Both the Meos and non-Meos opined that a person should mix up with others without considering their caste.

3. Both the Meo and non-Meo respondents were of the same view that a person should not be considered superior or inferior on the basis of caste.

4. Both the Meos and non-Meos viewed that the occupation of a person should not be decided on the basis of caste.

5. The Meos and non-Meos were of the view that caste system should be abolished to bring equality in the society.

6. The respondents belonging to both these communitie were paying due respect to other religions also.

7. The respondents belonging to both the Meo and non-Meo families considered all religions as equal.

8. Both the Meo and non-Meo respondents were of the same view that people of different religions should mix up with each other.

9. Both the Meo and non-Meo respondents did not consider it proper to fight with each other in the name of religion.

(e) Views of Meos and non-Meos on 'Beliefs and Superstitions'

1. Both the Meo and non-Meo respondents revealed that all the women of their families were observing 'Pardah'.

2. The respondents belonging to both Meo and non-Meo families indicated that they were not going to 'Jahd Phunk Walas' in case of their illness and they also had not faith in 'Jahd Phunk Walas' ability to cure the disease.

3. Both the Meos and non-Meos did not believe in 'Black Magic'.

4. The Meo respondents believed in fate whereas the non-Meos respondents were divided on this issue.

5. The Meo and non-Meo respondents did not believe in the existence of 'Ghost'.

(f) Views of Meos and non-Meos on 'Social evils and anti-Social activities'

1. Both the Meo and non-Meo respondents did not believe in dowry system prevalent in their society.

2. The respondents belonging to both Meo and non-Meos families were of the view that giving or demanding of dowry was not a good practice.

3. The respondents belonging to both Meo and non-Meos families had not accepted or given dowry in the marriage(s).

4. Both the Meos and non-Meos were of the view that they would not demand dowry in the marriage of their son(s).

5. The Meo and non-Meos respondents were in favour of widow marriage.

6. The respondents belonging to both Meo and non- Meo families were not in favour of child marriage.

7. Both the Meos and non-Meos did not believe in untouchability.

8. Both the Meos and non-Meos indicated that no member of their family was involved in committing crimes/ offences and they had not relation with such persons who were involved in crimes.

9. The respondents belonging to both the Meo and non-Meos families had not enmity with other families and they were also not in favour of the continuation of past enmity.

10. Both the Meos and non-Meos stated that no trial was going them or any member of their family in the court of law.

(g) General Awareness among the Meos and non-Meos

1. Both the Meo and non-Meo respondents were able to read the newspaper and most of them were regular readers.

2. The respondents belonging to both the Meo and non-Meo families revealed that they could explain their problems properly in different government offices.

3. Both the Meo and non-Meo respondents were of the opinion that their region was backward as compared to other parts of Haryana and they considered high rate of illiteracy and unemployment as the main reasons of this backwardness.

4. The Meos and non-Meos knew about the Mewat Development Board /Agency and its activities. They also

pointed out that Mewat Development Board /Agency had carried out some activities related to Education, Agriculture, Water supply, opening of I.T.Is and Residential housing colonies.

5. Both the Meos and non -Meos were consulting doctors during their illness.

6. The respondents belonging to both Meo and non-Meo families knew about the immunization programme of health department and had got their children vaccinated under this programme.

7. Both the Meo and non-Meo respondents revealed that they preferred to elect the educated persons as Sarpanch and Panch of their village Panchayats.

Part - II

Conclusions based on comparison of Meos and non-Meos on the aspect of 'Economic Development'

1. The non-Meos indicated that the female members of their family were engaged in some economic activities. They were serving in private and government jobs. The Meos were equally divided on this issue.

2. Both the Meos and non-Meos were satisfied with their income keeping in view the educational background of their families.

3. The Meo and non-Meos respondents were getting some part of their income through their live stock.

4. Both the Meo and non -Meo respondents opined that their income was sufficient to meet their domestic needs.

5. Both the Meos and non-Meos were also saving some part of their income. Those, who were saving some part of their income were saving it through banks, post offices and life insurance schemes.

6. The respondents belonging to both Meo and non-Meo families were divided on the issue regarding loan. Majority of those respondents, who had taken loan, had taken it from banks/ coopertaive societies and relatives and friends for the purposes of construction of houses, for installing tubewells and for purchasing agricultural implements. They were paying their loan installments in time.

7. The Meos and non-Meos were making use of tractors and other implements in their agricultural work. They were also of the opinion they their agricultural production had increased to a great extent after the use of tractor and other implements.

8. Both the Meo and non-Meo respondents indicated that they were knowing about the high yielding varieties of seeds for different crops. Majority of the those respondents, who knew about the such seeds, had been using these seeds in their farms.

9. The respondents belonging to Meo and non-Meo families had been using fertilizers in their fields for increasing agricultural production.

10. Both the Meo and non-Meo respondents had the knowledge information about new scientific and improved methods of agriculture.

11. The Meo and non-Meo respondents were spraying insecticides and pesticides in their crops.

12. The Meo respondents had not taken the soil of their fields to the soil testing laboratory for its testing whereas the non-Meo respondents were divided on this issue.

13. Both the Meo and non-Meo respondents were consulting the agriculture development officers whenever they had some problem regarding their crops.

14. The Meos and non-Meos had an idea of cooperative society and were also aware of its functioning.

15. The Meo respondents were not the members of cooperative of societies whereas the non-Meos divided on this issue.

16. The main source of income of most of the Meos and non Meos was Government /Private Jobs and Business /Legal profession.

17. The monthly income of Meos and non-Meos was above 2000 Rs.

On the basis of analysis and interpretation of data and conclusions of the study, it can be concluded that education had its impact on life and living of Meos as this was revealed through the difference found in the views of Meos belonging to the families of high educational category and those belonging to low educational category (inspite of the same religio-cultural and socio -economic background). Meos belonging to high educational category differed to Meos belonging to low educational category on most of the aspects of their social and economic life and this difference in the views of Meos of high educational category (from those belonging to low educational category) can be attributed to higher educational level of their families . Thus education had an impact on social and economic development of Meos.

On the basis of findings and conclusions based on comparison of Meos and non-Meos (with the similar educational background), it was evident that both communities had by and large similar views regarding different aspects of their social and economic life and therefore, it can be concluded that Meos had no predominance of religio-cultural factors on their views in regard to different aspects of their social and economic life and living.

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Appendices

APPENDIX - A

The Meos from the past of the present

Early Muslim Period 1200-1500

The Mewat or the land of Meos, does, however, find a place, and a conspicous place, in the history of Northern India during the three centures of Muslim rule preceding the Moghal Empire. During those troublous and uncertain times, the Mewat constituted a distinct geographical as well as polititcal entity and its Rajahs constantly aspired to and some times even enjoyed, undisputed sovereignity. Some British historians refer to the Tarikh-e-Firozshahi where in it is mentioned that the Mewat had been brought under control by Altamash (who died in 1235). The Governors of Hansi and Rewari distinguished themselved in the war against the Mewaties.Althought this is said to be almost the first reference in any renowned work of history, it is obvious that their power had already existed before that date.

The following is one of the several resumes from Haig's cambridge History of India which we shall present as specimens of existing historical records pertaining to the Meos in this period of Indian History.

About the middle of the 13th century the Meos had become a major irritant to the Delhi Sultante. They had infested the roads in the neighbourhood of Delhi and depopulated the villages of the Bhayana district. They had extended their depredations eastwards nearly as far as the base of the Himalayas. When Balban was about to launch a campaign in 1260, they looted the camels of the royal army. With ferocious alacrity Bablan left Delhi on the 9th March of that year, he reached the heart of mewat, some 50 miles to the South, in a single march and took the Meos completely by surprise.

For twenty days, the work of slaughter and pillage continued and the ferocity of the soldiery was stimulated by the reward of

one 'Silver Tonga' for every head and two for every living prisoner from the Meos. On the 29th March 1260, the army returned to the capital with 250 chieftains of the tribe as - prisoners and a booty of 124 horses and 2 million Tongas. But the Meo spirit was not crushed. Later in the same year those who had saved themselves by flight returned to their homes and ventured on guerilla activities by infesting the highways and slaughtering wayfarers. Inspite of the invasions and wholesale slaughter of the population, it appears that during the early Mohamedan Kingdoms, the area known as Mewat had never been permanently conquered and the depredations of its inhabitants, the Meos, extended at times to the walls of Delhi and beyond the Jumna (Jamuna) into the Doab.

There is no matter of wonder therefore that even by the time that Firoze Shah Tughlaq died in 1388, after a reign of 37 years, the ruling families of the Meos had accepted Islam and some had come to be known as khanzadas. But this did not mean that the Meos had lost their urge for independence or that they had permanently acepted the suzerainty of Delhi. The songs then sung by their bards still echo the theme that "Now or anon, the Tomars own Delhi!" So let us go back to another resume of what Haig has to say about the Meos:

At the time of Timur's invasion in the end of the fourteenth century, the Mewat was ruled by Bahadur Nahar, one of the most powerful chiefs in the neighbourhood of Delhi. His tomb still stands in Alwar. Nothwithstanding this renowned leader, the Meos still plundered on the roads to Delhi, entered the city by night and robbed the inhabitants in their houses. Bahdur Nahar played an important part o in the fate of th eTughlaq dynasty during the last twenty five years of their rule.

Meos in the Moghal Era

The three centuries following the year 1500 may be regarded as those which saw the rise as also the crumbling of the Moghal

Empire. Babar's Victory at Panipat on 21st April 1526, marked the beginning of the new era, may be regarded as marking also the end of the Meos as a significant polititcal power. It was in this very year that the last, and probably the most decisive battle fought by the Meos, took place. Raja Hasan Khan of Mewat Joined forces with those of Rana Sangram Singh and both offered tough underground resistance. Babar later referred to Hasan Khan as the chief trouble maker behind all the confusions, intrigues and encounters he had to face in his early days as the Emperoro of Hindustan. The power of the Meos, then known also as khanzadas, who, according to Babur, had ruled over Mewat consistently for about 200 years, finally broke down under the terrible blows dealt by Babur himself. But the Meos appear to have remained Meos. Even a hundred years later, under the leadership of Ikram Khan they gave trouble to Aurangazeb, the last of the great Moghals. About 1685 Aurangazeb had to send a powerful army under the command of Raja Rai Singh who inflicted heavy casualities on the Meos and conquered the fort of Alwar.

Eighteenth and Nineteenth Centuries

In the Middle of the 19th century the upsurge for release from British domination could not but affect the Meos. In 1857 they, too rose against the Brithish rule in the Gurgaon region of Mewat and carried our massacres of both army and civil personnel in the British cantonments. They looted Government property and burnt down offices and godowns and even considered themselves as independent. Reprisals were inevitable and having been soon subdued, they were massacred with equal ferocity by the British.

Indian Independence

In recounting the story of the Meos in our own times we need no longer take recourse to historical accounts by others who may or may not have been favourably disposed towards these rugged people. The following are resumes of notes made by some reliable persons from among the Meos themselves.

The first political outburst in recent times was in 1932 when, according to one informants who was himself an active participant in the movement , the British Government had been annoyed with the Maharajah of Alwar. The unionist party of the Punjab was therefore used to organize the Meos by religious slogans against the Rajah. Unfortunately the Rajah himself had initiated certain policies which injured the religious sentiments of the Meos. The Maharajah also forbade the teaching of Urdu in the schools.

The Meos were see-thing with discontent and with the help of the unionist leaders, one of whom was himself a Meo graduate, a large scale movement was started against the Rajah. The British Government utilized this opportunity to ask 'His Highness' to quit and appointed its own political agent. Against this background came India's independence in August 1947. Refugees, both Muslims from Delhi and Hindus from the western districts of the Punjab, filtered into Gurgaon and the further southern regions of Mewat. Late in 1947 the army maintained by the erstwhile states of Alwar and Bharatpur embarked upon a masssacre of the Meos. Thuosands fled across the borders of these states and gathered in the Gurgaon region hoping to find refuge in the "Angreji sarkar" which was no more. Hundreds fled towards Pakistan and thousands gathered there for a mass migration. The politically disturbed state of the whole region provided a good excuse and these killings were described throughout the country as part of the Hindu-Muslim riots on both sides of the new border between India and Pakistan. The local version, however, is somewhat as follows:-

These massacres were not Hindu-Muslim riots at all. It was not the local people who took part in them. On the contrary, the Hindu Jats were reported by Meo informants to have come in big crowds to persuade the Meos against their leaving for Pakistan.

One informant tells that deputation of some important Hindu Jats went to the Prime Minister, Jawaharlal Nehru, to assure him of their good relations with the Meos and to ask him to stop their migration to Pakistan. All the informants have emphatically stated that the massacre of the Meos was organized by the Rajahs of Alwar and Bharatpur and the British Brigadier at Gurgaon was one of the main figures behind them. Before any mass migration took place, Mahatma Gandhi, Vinoba Bhave, Pandit Sunder Lal and other Gandhian leaders paid visits to these Meo camps and went into some Meo villages near Nuh. Gandhiji himself went to Ghaserah village, saw for himself the woeful condition of the Meos and by his presence and sympathy gave them some sense of security and confidence. His efforts succeeded in checking the intended mass migration of the thousands who were camping around Sohna and nearner Delhi still.

Resetelement

As it happens always and everywhere, this outburst of 1947-48 has been followed by a period of readjustment. The interventions of Mahatma Gandhi, as well as the sympathy which is always a reaction of ferocity, ushered in a wav e of sympathy for the Meos. Government agencies as well as the inhabitants of the villages to which the Meos returned made sincere efforts to rehabiliate them in the houses and lands which they ahd abondoned. Social workers, mostly non-Muslim workers, strove to trace Meo women who, having been abducted, were still kept in non-Meo households. Apart from the good or evil influences of the new

APPENDIX - B

साक्षात्कार अभिसूची (पारिवारिक सूचना)

1. सूचनादाता का नाम
2. निवासी : गांव/शहर
3. जिला
4. महिला / पुरुष
5. आयु
6. परिवार : संयुक्त / विभाजित
7. गांव की शहर या कस्बे से दूरी :
8. परिवार के मुखिया का नाम :
9. परिवार की कुल मासिक आय :
10. परिवार के सभी सदस्यों की संख्या :

बुजुर्ग	व्यस्क	बच्चे	
		लड़का	लड़की
_____	_____	_____	_____

11. स्कूल जाने वाले बच्चों की संख्या : लड़का _____ लड़की _____
12. स्कूल न जाने वाले बच्चों की संख्या : _____ _____
13. जाति : ब्राह्मण / अहीर / जाट / मेव / बनिया / गुज्जर या _____
14. गांव में स्कूल : प्राथमिक / मिडल / हाई / सी॰ सै॰
15. क्या कोई पारिवारिक ऋण देना है ? हाँ / नहीं

    यदि हाँ, तो कितना ? _____

16. पारिवारिक पृष्ठभूमि (अधिक आयु वाले सदस्य से कम आयु वाले तक)

क्र० सं०	सूचना से संबंध नाम	संबंध	आयु	विवाहित/ अविवाहित	उम्र (विवाह के समय)	पुरुष/ महिला	शिक्षा

रोजगार/ बेरोजगार	कब से	व्यवसाय	पद	वेतन	क्या पैतृक व्यवसाय है

(क) परिवार

1. क्या आप संयुक्त परिवार में रहना पसंद करते हैं? हाँ / नहीं

2. क्या आप विभाजित परिवार में रहना पसंद करते हैं? हाँ / नहीं

3. क्या आप परिवार में आपके विचारों को महत्व दिया जाता है? हाँ / नहीं

4. क्या आपके परिवार के सभी सदस्यों का मेल जोल अच्छा है? हाँ / नहीं

5. क्या पति को परिवार के विभिन्न मामलों में निर्णय लेते समय पत्नी से विचार विमर्श करना चाहिए? हाँ / नहीं

6. क्या परिवार के मामलों में पुरुषों का ही अंतिम निर्णय होना चाहिए? हाँ / नहीं

7. क्या आपके परिवार के पड़ोसियों से अच्छे संबंध हैं? हाँ / नहीं

8. क्या परिवार नियोजन आवश्यक है? हाँ / नहीं
   यदि हाँ, तो क्या परिवार नियोजन इसलिए आव यक है क्योंकि इससे:-

   (क) बच्चों की शिक्षा उचित रूप से होती है। ( )

   (ख) बच्चों का पालन पोषण ठीक से होता है। ( )

   (ग) परिवार खुशहाल रहता है। ( )

   यदि नहीं, तो क्या परिवार नियोजन इसलिए उचित नहीं है क्योंकि :-

   (क) नलबंदी/नसबंदी करवाना प्रकृति के नियमों के खिलाफ है। ( )

   (ख) नलबंदी/नसबंदी करवाना धर्म के विपरीत है। ( )

   (ग) नलबंदी/नसबंदी करवाना अनैतिक कार्य है। ( )

9. क्या दूसरे बच्चे के पैदा होने के पश्चात् नलबंदी/नसबंदी करवा लेनी चाहिए? हाँ / नहीं

10. क्या हमारे दो से अधिक बच्चे होने चाहिएं? हाँ / नहीं

11. क्या आपको अच्छा लगता है यदि आपके घर में पहला बच्चा पुत्र होता है? हाँ / नहीं

12. क्या आपको अच्छा लगता है यदि आपके घर में पहला बच्चा पुत्री होती है? हाँ / नहीं

13 यदि आपके घर में पहला बच्चा पुत्र हो या पुत्री इससे आपको कुछ फर्क नहीं पड़ता? हाँ / नहीं

(ख) शादी / विवाह

1. क्या विवाह माता-पिता की इच्छा से तय होना चाहिए? हाँ / नहीं
2. क्या विवाह लड़के व लड़की की इच्छा से तय होना चाहिए? हाँ / नहीं
3. क्या विवाह से समय जन्म-कुण्डली मिलाना जरूरी है? हाँ / नहीं
4. आपके विचार में लड़के की विवाह के समय उम्र क्या होनी चाहिए? ( )
5. आपके विचार में लड़कियों की विवाह के समय उम्र क्या होनी चाहिए?
6. आपके विचार में एक पढ़े-लिखे लड़के का विवाह होना चाहिए?
   - (क) एक बराबर की पढ़ी लिखी लड़की से हाँ / नहीं
   - (ख) उससे कम पढ़ी-लिखी लड़की से हाँ / नहीं
   - (ग) एक अनपढ़ लड़की से हाँ / नहीं
7. आपके विचार में एक पढ़ी लिखी लड़की का विवाह होना चाहिए?
   - (क) उसके बराबर पढ़े लिखे लड़के से हाँ / नहीं
   - (ख) उससे अधिक पढ़े-लिखे लड़के से हाँ / नहीं
   - (ग) उससे कम पढ़े लिखे लड़के से हाँ / नहीं
   - (घ) एक अनपढ़ लड़के से हाँ / नहीं

(ग) नारी का स्तर

1. क्या आप सोचते हैं कि महिलाए किसी भी प्रकार से पुरुषों से कम नहीं हैं? हाँ / नहीं
2. क्या आप लड़की को पराया धन समझते हैं? हाँ / नहीं

(क) परिवार

1. क्या आप संयुक्त परिवार में रहना पसंद करते हैं? हाँ / नहीं

2. क्या आप विभाजित परिवार में रहना पसंद करते हैं? हाँ / नहीं

3. क्या आप परिवार में आपके विचारों को महत्व दिया जाता है? हाँ / नहीं

4. क्या आपके परिवार के सभी सदस्यों का मेल जोल अच्छा है? हाँ / नहीं

5. क्या पति को परिवार के विभिन्न मामलों में निर्णय लेते समय पत्नी से विचार विमर्श करना चाहिए? हाँ / नहीं

6. क्या परिवार के मामलों में पुरुषों का ही अंतिम निर्णय होना चाहिए? हाँ / नहीं

7. क्या आपके परिवार के पड़ोसियों से अच्छे संबंध हैं? हाँ / नहीं

8. क्या परिवार नियोजन आवश्यक है? हाँ / नहीं
   यदि हाँ, तो क्या परिवार नियोजन इसलिए आव यक है क्योंकि इससेः-

   (क) बच्चों की शिक्षा उचित रूप से होती है। ( )

   (ख) बच्चों का पालन पोषण ठीक से होता है। ( )

   (ग) परिवार खुशहाल रहता है। ( )

   यदि नहीं, तो क्या परिवार नियोजन इसलिए उचित नहीं है क्योंकि :-

   (क) नलबंदी/नसबंदी करवाना प्रकृति के नियमों के खिलाफ है। ( )

   (ख) नलबंदी/नसबंदी करवाना धर्म के विपरीत है। ( )

   (ग) नलबंदी/नसबंदी करवाना अनैतिक कार्य है। ( )

9. क्या दूसरे बच्चे के पैदा होने के पश्चात् नलबंदी/नसबंदी करवा लेनी चाहिए? हाँ / नहीं

10. क्या हमारे दो से अधिक बच्चे होने चाहिएं? हाँ / नहीं

11. क्या आपको अच्छा लगता है यदि आपके घर में पहला बच्चा पुत्र होता है? हाँ / नहीं

12. क्या आपको अच्छा लगता है यदि आपके घर में पहला बच्चा पुत्री होती है? हाँ / नहीं

13. यदि आपके घर में पहला बच्चा पुत्र हो या पुत्री इससे आपको कुछ फर्क नहीं पड़ता? हाँ / नहीं

(ख) शादी / विवाह

1. क्या विवाह माता-पिता की इच्छा से तय होना चाहिए? हाँ / नहीं

2. क्या विवाह लड़के व लड़की की इच्छा से तय होना चाहिए? हाँ / नहीं

3. क्या विवाह से समय जन्म-कुण्डली मिलाना जरूरी है? हाँ / नहीं

4. आपके विचार में लड़के की विवाह के समय उम्र क्या होनी चाहिए? ( )

5. आपके विचार में लड़कियों की विवाह के समय उम्र क्या होनी चाहिए?

6. आपके विचार में एक पढ़े-लिखे लड़के का विवाह होना चाहिए?

   (क) एक बराबर की पढ़ी-लिखी लड़की से हाँ / नहीं

   (ख) उससे कम पढ़ी-लिखी लड़की से हाँ / नहीं

   (ग) एक अनपढ़ लड़की से हाँ / नहीं

7. आपके विचार में एक पढ़ी-लिखी लड़की का विवाह होना चाहिए?

   (क) उसके बराबर पढ़े-लिखे लड़के से हाँ / नहीं

   (ख) उससे अधिक पढ़े-लिखे लड़के से हाँ / नहीं

   (ग) उससे कम पढ़े-लिखे लड़के से हाँ / नहीं

   (घ) एक अनपढ़ लड़के से हाँ / नहीं

(ग) नारी का स्तर

1. क्या आप सोचते हैं कि महिलाएं किसी भी प्रकार से पुरुषों से कम नहीं हैं? हाँ / नहीं

2. क्या आप लड़की को पराया धन समझते हैं? हाँ / नहीं

3. क्या आप ये सोचते हैं कि औरतों का असली वास्ता (दायरा) घरेलु कार्यों तक ही सीमित है? हाँ / नहीं

4. क्या आप इस बात से सहमत हैं कि समाज में पढ़ी-लिखी महिलाओं को अनपढ़ महिलाओं की तुलना में अधिक सम्मान मिलता है? हाँ / नहीं

5. क्या इज्ज़तदार (अच्छे) घरों की औरतों को सरकारी नौकरी करनी चाहिए? हाँ / नहीं

6. क्या महिलाओं को अपने पति की इच्छा से ही वोट देना चाहिए? हाँ / नहीं

7. क्या चुनाव व राजनीति में औरतों का भाग लेना उनके सम्मान पर बुरा असर डालता है? हाँ / नहीं

8. नारी की स्थिति है :

   (क) पुरुष के समान ( )

   (ख) पुरुष से नीचे ( )

9. बच्चों के लालन-पालन की जिम्मेदारी है :

   (क) सिर्फ महिलाओं की ( )

   (ख) पुरुष व महिला दोनों की ( )

(घ) जाति और धर्म

1. क्या आप जात-पात में वि वास करते हैं? हाँ / नहीं

2. क्या जाति के आधार पर ही हमें दूसरों से घुलना-मिलना चाहिए? हाँ / नहीं

3. क्या जाति के आधार पर ही किसी व्यक्ति को ऊँचा या नीचा नीचा समझना चाहिए? हाँ / नहीं

4. क्या किसी व्यक्ति का व्यवसाय उसकी जाति के आधार पर ही तय होना चाहिए? हाँ / नहीं

5. क्या समाज में समानता के लिए जाति-प्रथा को खत्म कर देना चाहिए? हाँ / नहीं

6. क्या आप सभी धर्मों का आदर करते हैं? हाँ / नहीं

7. क्या आप सभी धर्मों को समान समझते हैं? हाँ / नहीं

8. क्या विभिन्न धर्मों के लोगों को एक दूसरे से घुलना-मिलना चाहिए? हाँ / नहीं

9. क्या धर्म के नाम पर आपस में लड़ना-झगड़ना चाहिए? हाँ / नहीं

(ङ) विश्वास और अन्धविश्वास

1. क्या आपके परिवार में सभी औरतें पर्दा करती हैं? हाँ / नहीं

2. क्या आप बीमार होने पर झाड़-फूंक करने वालों का सहारा लेते हैं? हाँ / नहीं

3. क्या आपके विचार में झाड़-फूक करने वाले बीमारियों का इलाज करने में सक्षम होते हैं? हाँ / नहीं

4. क्या आप जादू-टोनों में विश्वास करते हैं? हाँ / नहीं

5. क्या आप भाग्य में विश्वास करते हैं? हाँ / नहीं

6. क्या आप भूत-प्रेतों में विश्वास करते हैं? हाँ / नहीं
   यदि हाँ, तो क्या आप मानते हैं कि भूत-प्रेत आपका या आपके परिवार का अहित/बुरा कर सकते हैं? हाँ / नहीं

(च) सामाजिक बुराइयाँ व गैर सामाजिक गतिविधियाँ

1. क्या आप अपने समाज में प्रचलित दहेज-प्रथा में वि वास करते हैं?हाँ / नहीं

2. क्या दहेज देना/मांगना एक अच्छी प्रथा है? हाँ / नहीं

3. क्या आपके परिवार में शादी/शदियों में दहेज लिया अथवा दिया जाता है? हाँ / नहीं

4. क्या आप अपने बेटे/बेटों के विवाह में दहेज मांगेंगे? हाँ / नहीं

5. क्या आप विधवा विवाह के पक्ष में हैं? हाँ / नहीं

6. क्या आप अपने समाज में प्रचलित बाल-विवाह प्रथा के पक्ष में हैं? हाँ / नहीं

7. क्या आप छूआ-छूत में विश्वास करते हैं? हाँ / नहीं

8. क्या आपके परिवार के संबंध ऐसे व्यक्तियों से हैं जो जुर्मों में संलिप्त हैं? हाँ / नहीं

9. क्या आपके परिवार के साथ जुर्म करने वाले व्यक्तियों के कोई संबंध हैं? हाँ / नहीं

10. क्या आपके परिवार की किसी दूसरे परिवार से दुश्मनी रही है? हाँ / नहीं
यदि हाँ तो क्या यह अब भी चल रही है? हाँ / नहीं

11. क्या आपकी राय में पुरानी दुश्मनी हमेशा के लिए चलती रहनी चाहिए? हाँ / नहीं

12. क्या अदालत में आपका या आपके परिवार के किसी सदस्य का मुकदमा चल रहा है? हाँ / नहीं
यदि हाँ तो किस तरह का मुकदमा है?

(छ) सामान्य ज्ञान / जानकारी

1. क्या आप समाचार-पत्र पढ़ सकते हैं? हाँ / नहीं
यदि हाँ, तो क्या आप इसे प्रतिदिन पढ़ते हैं? ( )

2. क्या विभिन्न सरकारी कार्यालयों में आप अपनी समस्याओं को ठीक से बता पाते हैं? हाँ / नहीं

3. क्या आपका क्षेत्र हरियाणा के अन्य क्षेत्रों की तुलना में पिछड़ा हुआ है? हाँ / नहीं
यदि हाँ, तो आपके विचार में इसे पिछड़ेपन के क्या कारण हैं?

---

4. क्या आपने मेवात विकास बोर्ड/एजेन्सी के बारे में सुना है? हाँ / नहीं
यदि हाँ, तो इस एजेन्सी द्वारा कौन-कौन सी विकास योजनाएँ शुरू की गई हैं?

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5. क्या बीमार होने पर आप डॉक्टर की सलाह लेते हैं? हाँ / नहीं

6. क्या आपको विभिन्न बिमारियों से बचने के लिए स्वास्थ्य विभाग द्वारा शुरू की गई टीकाकरण सुविधाओं की जानकारी है? हाँ / नहीं
   यदि हाँ, तो क्या आपने अपने बच्चों को टीके लगवाए हैं? हाँ / नहीं

7. क्या आप पढ़े-लिखे व्यक्तियों को पंचायत का सरपंच और पंच चुनना पसंद करेंगे? हाँ / नहीं

आर्थिक विकास एवं जानकारी

1. क्या आपके परिवार की कोई महिला किसी आर्थिक क्रिया में लगी हुई है? हाँ / नहीं
   यदि हाँ, तो किस प्रकार की क्रिया में :-

   _____

2. क्या आप अपने परिवार के शिक्षा के स्तर को देखते हुए अपनी आय/आमदन से संतुष्ट हो? हाँ / नहीं

3. क्या आपको अपने पशुधन से भी कुद आय प्राप्त होती है? हाँ / नहीं

4. क्या आपकी आय आपकी घरेलु जरूरतें पूरा करने के लिए पर्याप्त हैं? हाँ / नहीं

5. क्या आप अपनी आय का कुछ हिस्सा बचाते हैं? हाँ / नहीं
   यदि हाँ तो कैसे :-
   (क) बैंक (ख) डाक-घर
   (ग) बीमा (घ) अन्य

6. क्या आपने किसी एजेन्सी से ऋण लिया है? हाँ / नहीं
   (क) यदि हाँ तो एजेन्सी का नाम और ऋण लेने का उद्देश्य लिखें।

   _____

   (ख) क्या आप अपने ऋण कि किश्तों का समय पर भुगतान करते हैं हाँ / नहीं

7. क्या आप अपने खेती-बाड़ी के कार्यों में ट्रैक्टर व अन्य यन्त्रों का प्रयोग करते हैं? हाँ / नहीं

यदि हाँ, तो आपके कृषि उत्पादन में कितनी वृद्धि हुई है?

(क) कुछ हद तक हाँ / नहीं

(ख) बहुत अधिक हाँ / नहीं

8. क्या आपको विभिन्न फसलों के उन्नत बीजों के बारे में जानकारी है? हाँ / नही
यदि हाँ, तो क्या आपने अपने खेतों में इन बीजों का प्रयोग किया है? हाँ / नहीं

9. क्या आपने अपने खेती में कृषि उत्पादन बढ़ाने के लिए खाद का प्रयोग किया है? हाँ / नहीं

10. क्या आपको खेती-बाड़ी के उन्नत तरीकों के बारे में जानकारी है? हाँ / नहीं

11. क्या आप अपनी फसलों में कीट-नाशक दवाओं का प्रयोग करते हैं? हाँ / नहीं

12. क्या आप अपने खेतों की मिट्टी को कभी मिट्टी परीक्षण प्रयोगशाला में परीक्षण के लिए लेकर गए हैं? हाँ / नहीं

13. जब भी कभी आपके सामने फसलों या खेती-बाड़ी से सम्बन्धित कोई मुश्किल आती है तो क्या आप कृषि विकास अधिकारियों से विचार-विमर्श करते हैं? हाँ / नहीं

14. क्या आपको सहकारी समिति और उसके कार्यों में जानकारी है? हाँ / नहीं

15. क्या आप किसी सहकारी समिति के सदस्य हैं? हाँ / नहीं

16. आपके परिवार की मासिक आय कितनी है? _____

17. आपकी आय का मुख्य साधन क्या है? _____

_____

धन्यावाद सहित।

P-15/0/06

Dr. Rajender Singh Yadav (b.1959), presently working as Reader in the Department of Education, Kurukshetra University, Kurukshetra, graduated in 1979 and was awarded Master of Science in Geography by M.D. University, Rohtak in 1981. He was awarded Master in Education in 1983 and Master of Philosophy in Education (M.Phil) in 1984 by Kurukshetra University, Kurukshetra. He qualified National Educational Test conducted by University Grant Commission in 1985 and completed his Ph.D. in Adult Education in 1988 from Kurukshetra University, Kurukshetra by availing National Scholarship of U.G.C. Diploma in Population Education was awarded to him by Panjab University, Chandigarh in 1988. Alongwith producing several Ph.Ds and a good number of scholars currently working for their Ph.D degree, the author has been guiding M.Ed., MA(Education) and MPhil Students in their research endeavours

He has to his credit a good number of research papers and articles. He has contributed Research Papers & Articles in many books and presented more than 45 papers in National and International Conference, Seminars and has acted as Resource Person in Seminars and Workshops.

He has already authored three books (I)' Adult Education, Training and Productivity' (1991),(II) 'Adult Education-Concept, Theory and Practice, and (III) 'Community Participation in Education: Role of Village Education Committees' (2006).

Dr. Anil Yadav (b.1970) presently working in Sarva Shiksha Abiyan (SSA) at Hisar (Haryana), graduated in 1990 from Govt. College, Hisar and was awarded Master of Arts in English by Kurukshetra University, Kurukshetra in 1992 and Master of Arts in Economics by Dr. B.R Ambedkar University, Agra in 2001. He was awarded Master in Education in 1995 and Doctor of Philosophy(Ph.D) in 1999 by Kurukshetra University, Kurukshetra.

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